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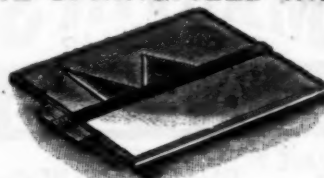
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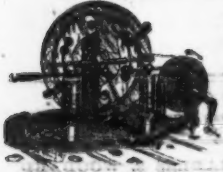
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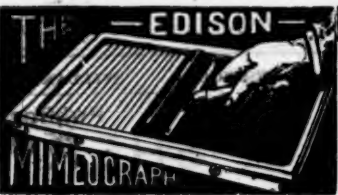


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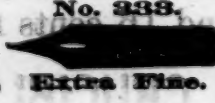
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LET us state a fact and see what you think of it.

Suppose you graduate from any of the state normal schools of New York, and bring away a diploma that says you "are authorized to teach in any of the schools of the state." Suppose you apply to the boards of education of New York, Brooklyn, and several other cities for a place to teach, and offer your diploma as testimony of your fitness. Will it be recognized? No; you are told that it is of no value, that you must be examined again. The reason of this is that these cities have a special law authorizing them to examine, etc.

Now we do not complain so much of the power thus given to these cities, as we do that the teachers sit down under it like whipped spaniels. Why don't they agitate night and day until this obstacle is removed. Supt. Draper headed the column last year, but how few teachers followed behind. We ask the New York normal school graduates, What are you going to do about it?

LET us state another fact, and see what you think about it. Suppose you graduate from a normal school in this state, and go to Pennsylvania, Ohio—any state—and present your diploma, and ask to be appointed to some position. Can it be done unless you are duly examined? No. You may be asked to give the chief northern affluents of the Congo, and not be able. Probably ex-Mayor Seth Low would not be able to answer a good many questions that some seven-by-nine examiner might ask

him, yet he is able to preside over the great Columbia University.

Is it not time for serious action concerning this matter? We should think so. We should suppose that the National Association would have labored at this matter, year after year; have made it the chief cause of its being. Let us hope that something will be done this year by somebody.

LET us state another fact. There are a good many normal schools in the United States; some are really professional schools, some are poor academies. Now it would seem that there should be an association called the associated normal schools, and all its members should adopt a similar course of study. Then this body, with the various state superintendents and Commissioner Harris, should labor to have their diplomas recognized in every state. It can be done. Two good and true men are ready now, Supt. Draper and Com. Harris, and there are many normal school men we can answer for, who will give hearty support to this movement. THE JOURNAL has been ready for it for a long time.

Here are subjects for the state associations to take up; here are subjects every county association should discuss. Let us stop debating about crossing the t's or dotting the i's for a while, and look at some serious questions.

SENATOR INGALLS, of Kansas, has made a speech in Congress in favor of free speech, fair play, and education, for all races, and in all parts of the Union. His hopes concerning the future of this country are bright, and his confidence in the ability and integrity of the Caucasian race, great. He claims that to it we owe our religion, literature, and civilization. It is that race that has kept its blood more nearly pure than any other. In this Caucasian government, every faith has found a shelter, every creed a sanctuary, and every wrong a redress. Shall this record be tarnished? Are we to become oppressors and not uplifters? It is true that the problems on our hands are great—greater than ever before in any nation because we have a democratic form of government. So it is necessary on this soil to educate everybody. We have no room for ignorance and superstition. We cannot have it and exist. From Maine to Alaska, and from Minnesota to Florida, the American flag must wave over a reading, thinking, working people. Every native citizen must do his own deciding, and resist the offer on the part of any one to do this work for him. Ability and integrity are our safeguards, and nothing but education can insure those indispensable qualifications for us.

AT the time of our Civil war, John Bright of England made a speech in behalf of our nation in which he said: "I see one vast confederation, stretching from the frozen North to the glowing South, and from the wild billows of the Atlantic to the calmer waters of the Pacific main; and I see one people, one language, one law and one faith; and all over that wide continent, the home of freedom, and a refuge for the oppressed of every race and every clime." This magnificent vision may never be realized, but if it ever is, we are sure that its foundation stone will be universal intelligence. It is certain that it can never stand upon ignorance. Before the balmy South and the frigid North can be made homogeneous, they must be permeated by a cementing material that will set into a stone as strong as adamant. Ordinary forces must be powerless before this union. We might bring all North America from Darien to Fort Yukon into a federation, within ten years, and the commencement of the second

century might see a united America, under one flag, one constitution, and one president. But this republic wouldn't last, because the cohesive force binding the separate parts together would be too weak to hold the states together. So long as we ignore national force in education, so long as we permit separate states to foster ignorance—so long will a firm union be an impossibility. Universal intelligence is the only bond of union between communities.

National aid to education will be discussed this week in the United States senate. It would be well for them also to discuss national force in education. The national government must have power to make the states do their duty. Advisory work is well enough where no great interests are at stake, but it is a sin when the vital life of the republic is in peril. No state, no city, and no school district has any business to do what it pleases in education. It should do what is right, and the general government should see to it that it is made to do what is right. Forces have made the world what it is, and forces will make it what it is to be. We must see to it that these forces are of the right kind. This is the work of the teacher of to-day.

THE graduates of the state normal schools in the state of New York have recently formed an association for professional improvement. This is a good move. We are gradually learning the force of an old truth—in union there is strength. Both the material and mental world emphasize the fact that nothing can be gained except in union. What a mighty force is concentrated at Niagara! With what an irresistible power did the armies of Alexander, Caesar, Napoleon, and Grant move! Why? Because separate individuals united for the accomplishment of a definite purpose. So it must be in education. The graduates of New York normal schools have the ability to accomplish most important results, but it must be done by union. Let us see what they might do. First, they could secure general recognition. This is not given them at present. Their diplomas are only worth the paper they are printed upon in New York City, Brooklyn, and many other places. This is a blow aimed either at individual graduates, or the institutions sending them out. At all events it is an indignity which should be resented. Second, they could declare who are professional teachers. No one knows a professional teacher, because he has no legal marks, characteristics, or signs, by which he can be recognized. This is not right. We have certain rules by which we can determine who are professional lawyers, doctors, and ministers, but none by which we can know professional teachers. This is a stigma that should be removed. Boards of education, often made up of unlearned men, should not be permitted to dictate to those who have made education a special study, and know far more than any unprofessional man can presume upon. Third, this association could protect its members from injustice. It has often happened that certain teachers, have been placed in a most unfortunate light before the world, and without redress, on account of the injustice done them by school officers. There has been no court of appeal, no authoritative body before which they could bring their cases. It has frequently happened that such teachers have been compelled to leave the work of teaching, altogether, through no fault of their own. Now, if there had been behind them an association of their fellows, that could review their case, they would be protected, and the village, or city board, shown in its proper light. Doctors, lawyers, and ministers, protect each other; so should teachers.

These are a few reasons why we believe that this organization is a good one. We think it will occupy an important field, never before filled.

NO SUCH WORD AS FAIL.

There are causes for discouragement—it is admitted. The teacher is working often under the most disheartening circumstances—a poor building, very ignorant pupils, very degraded parents, possibly ill-health, and more than likely very low wages. Shall he give up and "settle down"? The most pathetic of the songs sung by the slaves was, "Oh! Lord keep me from sinking down," and so we say to discouraged teachers, let your daily prayer be, "Oh! Lord keep me from settling down, and becoming like the community."

A letter was received several years ago from a man in Illinois, who had had his salary reduced three times, had sickness in his family, was in debt, and was himself subject to the "shakes." We counseled courage and to "git up and git," as they say down South. Then we said, "Fit yourself squarely for a worthier situation." He is to-day a man of standing in Dakota, and doing ten times the good he did in Illinois. Of a thousand new teachers who began in the fall of 1889, a good many have made up their minds to quit when the term is out. Probably two hundred will determine to hold to this occupation. To this number we address ourselves. We say you have made a beginning only. Your chief concern should be to know more at the end of the day than at the beginning—if it be only *one* thing. This means a course of study, properly laid out and persistently followed. If it is followed for a year, it will tell on your ability as a teacher. You will feel yourself to be stronger, abler, and freer.

The pursuing of this may be the only happiness the teacher has. A hard working school is a happy school; a teacher who is making progress is a happy teacher. Do this, then, as a means of happiness.

We have, in THE TEACHERS' PROFESSION, placed some hard questions before the teacher. What will he do with them? Will he lay them down? What will be the result if his pupils do this with problems he submits to them? Teachers, arouse from your stagnation. The world is moving. Either join the advancing column and prepare to enter the "promised land" of professional teaching or yield your places to those who will.

THE NEW YORK PLAN.

The plan adopted by Superintendent Draper, of New York state, is attracting very much attention on account of its simplicity and practicalness. A writer in the *Dakota Settler* says:

"Teachers, are we ready for the New York plan for limited certificates, or shall we content ourselves with a low grade certificate year after year? Let us have a law that will not permit any person to teach more than one year on a third-grade certificate, or more than two, or perhaps three years on a second, and so on upward; and let those who will not advance fall out of the ranks. To help those who try to advance let it be enacted that the county superintendent shall conduct a free normal institute during two consecutive months in each year."

No defect has been greater in our much vaunted "system" than that of employing teachers of no experience in training. The chief corner-stone of the system was this plan—take that away and there was nothing left; nor could the teachers be made to see that it was bad for them. The patrons thought it made teaching cheap, and so it did. As for the poor children, they knew nothing about it. If they said, "The teacher doesn't know much," they were severely reprimanded for the high crime and misdemeanor. If they thought it, the teacher suspected them, and put them among those who were to be watched.

But the wheel kept turning. The JOURNAL would discuss the matter persistently. Its readers hastily turned over to something else, muttering "crank," and there seemed no prospect of an improvement. When Judge Draper came into office as state superintendent, he frankly asked for suggestions for improving the schools. And when the plan of limiting certificates was pointed out, he saw it was a practical and far-reaching reform, and adopted it.

We shall continue to ask in the JOURNAL that every state dig its way out of the shams that are entitled, "our educational system." This little beginning that has been made in New York state is bearing good fruit already. Let the good work go on.

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3. Limit those of the first-grade to three years. (In New York they are limited to five years.)
4. Encourage the first-grade teachers by every conceivable method to attempt the state diploma.

The suggestion in the *Dakota Settler* that a normal institute be held for two months is a good one, but it must be held by a good man, and such are few in number, we regret to say. There is a vast waste of time at the institutes, and the poor teachers don't know it. An institute without a model class taught before the teachers can do but little good.

Now, what will the teachers who read the above do? Nothing. But they should; they should act; they should ventilate the matter; they should get up a meeting and discuss their needs, and write to the state superintendent. Action is the word.

THE GREAT MOVEMENT.

The demand for professionally trained teachers is now comparatively small, yet there are many schools that will have none other. In ten or fifteen years the demand will be widespread. It will be so apparent that many who laugh now will weep then. There is a school of much prominence, where a young woman had but to say, "I am a graduate of — institute" to get a position. To-day we know of several of its graduates who are taking professional training.

Again, the normal schools are changing their courses, or seriously thinking of it. Many of these schools have simply drilled their pupils in the academy fashion. But the revolution has set in. The normal school graduate ought to be trained in professional work; he should know the history of education. He should know who Pestalozzi, Froebel, and Comenius were, and their doctrines, for education is a science. He should know the underlying principles, too. The demand for a knowledge of the mind has set in; there is scarcely a teachers institute but gives lectures on psychology, but there are many normal schools that have never taught psychology. Methods of education have, of late years, received considerable attention, but they have been empirically founded and formulated. As to educational systems, they have not been studied, so that there is an open field for the normal schools.

The teachers' institutes give signs of movement. The old plan (and not so very ancient, either), was to gather the teachers of all grades into one class and lecture them, talk to them, harangue them. (We have done it ourselves, and know.) Those who have attended a few institutes know what is coming, and dread the day. To the one in authority the teachers say, "Don't get —; we have heard him. He has nothing to tell us." The true plan is to make a school of the institute. The teachers should see a class properly taught in reading, for example. They should then retire to give their conclusions, and to have foundation principles expounded. This common sense course is being adopted in many parts of the country. This is what the best summer schools are doing.

We ask all to lend a hand in this great movement.

MUCH is said concerning the higher and lower education. How do they differ? Only in that the lower means, to some extent, bondage; the higher, freedom. When a child is investigating for himself, he is pursuing the higher education, but so long as he continues to "recite," he is in the lower. We must have the lower, for we must learn details. In chronology we must know certain dates; in arithmetic, certain tables; in spelling, certain difficult words; and in science, certain terms and names. But as we get beyond the necessity of this lower work and study for the joy there is in study, we get out of the bondage of the lower into the freedom of the higher. The distinction we here make is an important one.

THE time has come for the National Association to declare some educational doctrine, and with authority. No body of teachers has a better right to do so. It should decide who have a right to be known as professional teachers, and it should admit no one to full membership whom it is not willing to declare is a professional man or woman. It should state its opinion concerning the value of state certificates, normal school diplomas, and college graduation, as evidence of professional standing. These and other questions it should decide, not in a series of resolutions adopted towards midnight, at the tail end of the last session, but in the morning of the second day. The National Association should stand before the world as the exponent of doctrine, and its opinions should be final with those who have no time to think concerning the different questions that are constantly arising in reference to teachers, the district, the state, and the general government.

THE FRENCH EDUCATIONAL EXHIBIT.

The more we hear concerning the educational exhibit of France at the recent exposition, the more are we convinced that it was in many respects a model. A recent conversation with Dr. Rounds, state commissioner to Paris, from New Hampshire, has given us a good deal of light on what was done, and from personal observation, as he had literally an inside view, being given the keys to the cases, and full liberty to examine as much and as closely as he pleased. What he told us will interest our readers. We hope to add more in the future.

Dr. Rounds said that he soon found that Paris made the most complete showing—the finest, perhaps, that has ever been made anywhere. It was marvelous. We, in America, are far behind the French in science-teaching, in history, in mathematics, but especially in drawing. Education is compulsory up to fourteen, and the compulsion is rigidly enforced. It is absolutely free, and absolutely independent of the church. They have made the kindergarten an integral part of the public school system, by using its essentials in the lower grades. So with manual training; it is compulsory for a part of every week, and is included in the training of all normal teachers, so that its success is certain. France not only has 172 normal schools, half for men and half for women; she goes further, and has two more for the training of teachers for these normal schools. As soon as she decides upon girls' colleges, she establishes a school to prepare professors for that work. Thus everything is done from the ground upwards.

The results are manifest. The *gamin* has ceased to exist. He is in school. Dr. Rounds believes that he could find more squalor and degradation in an hour in London, than in weeks in Paris. If matters continue on the present high plane, no population in the world will equal Paris for culture and education.

At the normal school for girls, all the pupils reside at the school, being furnished with board, books, etc.—everything without cost. The books become the property of the pupils, to be taken away and used after graduation. So careful are the authorities as to the ability and talent of the girls admitted, that weeks are spent in cutting down the 300 annual applicants to the 25 actually received. Dr. Rounds intends to return to Paris, and to study these admirable methods more thoroughly.

THE SENSITIVE PUPIL.

Somewhere in your class, perhaps undiscovered as yet, there is a sensitive and retreating spirit. Every child has an undefinable longing for tenderness, and the school hours are one-half its life. If it receives at home a mother's tender care, it ought to be continued by the teacher in the school-room: if the home tenderness is lacking, so much the more ought it to be supplied by a sympathetic teacher.

A lady said to us, "One of the most vivid remembrances that I have of my school life, when I was twelve years old, was the tender way in which the principal treated me. It was a rainy disagreeable day, in winter, and my mother had tried to dissuade me from attending school, as I had not felt well in the morning. But ambition ran high in my class, and as I was at the head—a place was lost by absence—I would not hear of staying at home. The remorse I felt at the disregard of my mother's wishes, and my indisposition, soon took away the feeling of honor at being 'head,' and to a question in geography I answered by bursting into tears. My teacher was young and inexperienced; she did not know that one of her most ambitious pupils was at the same time the most sensitive. She sent for the principal. This lady I had always held in the deepest reverence and awe. She had a sad face and a sweet smile, and I had an idea that she now would despise me for my childishness. When she came in the room, without stopping to see my teacher, she sat down by my side, and put her hand about me, asking in the tenderest way, 'What is the matter, darling?'"

"The tone, the act, the gentle concern, thrills me to this day. I could only sob out something about mamma—didn't want me to come—sick—ashamed—lose my place. Her ready tact divined that I would be better off at home, and she told me that she would excuse me for the day, and I could keep my place and make up my lessons on the morrow. Then, getting my hat and wraps, she sent for a girl from a higher class to go home with me. The delicate wisdom of that moment will never be lost; it will benefit more than the child for whom it was meant."

CHARACTER STUDY AN AID IN DISCIPLINE.

By PRIN. W. E. BISSELL, Newark, N. J.

In school discipline, if in anything in the wide world, it is safe to measure the value of the methods employed, by their effects upon the average pupil. No true teacher, under ordinary circumstances, will fear or refuse to be judged by such a standard. "By their fruits ye shall know them."

The prudent teacher will be as careful in dealing with pupils whose dispositions are unknown, as he would in taking a step upon untested ice. It is clearly folly to refuse to consider a child's disposition before deciding upon the best way to discipline him. By careful study of the child's nature, teachers who have often found themselves at their "wit's end" in matters of discipline, may easily demonstrate their ability properly to train pupils.

We say train; not govern. The former term includes the latter, and correct training is the best form of government. Good training produces citizens, government produces subjects. Sheer force, if unguided by a comprehension of the facts in a case, and above all by a knowledge of the disposition of the offender, will fail nine times out of ten. If we would effectually solve the trying enigmas of discipline, to the lasting good of pupil and school, we must study character. In the exercise of authority, a wise diplomacy is better than blind impulse. This does not mean concession to a pupil that has knowingly, and perhaps viciously disregarded or violated necessary rules. It does mean that it is morally wrong to pursue a cast-iron course that will surely expose the weak side of the child's disposition; such treatment is apt to make the pupil worse and the difficulty greater. Let character study precede the actual use of authority. Children never have their unfortunate natures improved by a course that "goes against the grain." The carpenter that would spoil a piece of fine lumber by persisting in an effort to plane against the grain would naturally be considered unreasonable. What, then, is to be said of teachers that stand as obstacles to their own purposes and desires, by refusing to adjust their methods to the dispositions of troublesome pupils? Success in the adjustment of a case of discipline is often won or lost by the first word or action, or look, of the person in authority. A careful adaptation of tone, manner, and gesture to the child's disposition cannot be too strongly urged.

This article is no plea in behalf of appeals to nobility of character, sometimes termed "moral suasion." Deliver us from the schoolmaster that will "pat a young rascal on the back" and call him a "good fellow," when both know better. Unless his mental calibre is exceedingly light, such wishy-washy treatment will shipwreck all chance of bringing about needed improvement in a pupil whose inclinations are bad.

Let strict justice, a thorough discrimination between right and wrong, and a careful and earnest study of child nature—let these three things characterize the discipline of a class or school, and for the results no fear need be felt.

IS THE OLD BETTER?

The old discipline, we mean. A correspondent of the *Tribune*, this city, from New Brunswick, N. J., reports that a rich discovery has recently been made at Rutgers in the shape of a pamphlet, yellow with age, entitled "The Laws of Queen's College, in New Jersey," the name under which Rutgers was incorporated in 1770. The pamphlet is both interesting and amusing. The chapters relating to studies prescribe that in the summer the "times appointed for study shall be from 5 o'clock in the morning until 7, and from 8 until 12, and from 3 in the afternoon until 6." No allowance is made, apparently, for foot-ball and base-ball practice, and very little time evidently is to be squandered in sleep, or in eating meals. "Every student," the pamphlet continues, "shall diligently attend to the studies prescribed to him by his teacher, and when any student shall make it manifest, from his recitations or otherwise, that he has been negligent in this respect, he shall be reproved by his teacher before the class"—a high-school practice occasionally indulged in, even now.

A succeeding chapter says of dress that all students shall wear gowns on public occasions (a practice unfortunately fallen into disuse) and that "all superfluity and extravagance of dress are to be discountenanced." Students of the lower classes are admonished "to yield that modest and respectful deportment toward their fellow-students in the higher classes, which is due to their superior standing": "no student, without leave first

obtained from the president, a professor or a tutor, shall go a-fishing or sailing, or go more than two miles from the college; nor shall he undress himself for bathing or swimming in any place exposed to public view"; nor could students "keep a horse" (not the Bohny animal of bluebook fame), nor "be permitted to keep a dog, or any kind of fire-arms, or gunpowder; nor shall he hire, without express permission from one of the officers of the college, any horse or carriage for the purpose of amusement or exercise."

Students are finally forbidden to disguise themselves for the purpose of imposition or amusement, to attend any dancing school or assembly, or to act a part or be present at the acting of any tragedy or comedy; and they are given lengthy rules as to the amount of respect to be shown to the president and professors, before whom they were to uncover their heads on pain of being adjudged guilty of a misdemeanor.

This is good as an object of comparison. By it we can see how much we have advanced out of the old strait-jacket despotism, into the new and larger liberty, freedom, and light. The contrast is marked.

INCIDENTS IN SCHOOL-GOVERNMENT.

By J. W. DAVIS.

The writer once had a very difficult pupil to manage. His father used to say that the boy had in him the stuff that heroes are made of. He did not seem to know what fear was. His was no case for corporal punishment. Being so peculiar, it always seemed best to "detain" him for discipline, after the rest were dismissed. On one of these occasions he said to me, "You can't make me study."

"No, but I can make it pleasant for you if you do study, and unpleasant for you if you do not."

He seemed to have such a strength of will, and such a superabundance of courage, that he could not resist the temptation to try them occasionally.

A similar case was that of a little boy, who did as Plutarch records of Alcibiades in his boyhood; he actually went and lay down in front of an approaching team, exclaiming: "There! Drive over me, if you dare!"

These are extreme cases: it should always be borne in mind, in dealing with children, that they are embryo men and women, with wills of their own; that while there may be a time for compulsion, the main reliance must be upon influence. With the great majority of children, the battle is more than half won, if they can be made to feel that you really have their interests at heart, and are trying to do all in your power to help them.

SCHOOL-ROOM THOUGHTS.

To keep in mind acquired knowledge is very important. Where this is not taken into consideration, instruction fails. It is dependent, however, upon the strength of the retaining power of the memory. There is much truth in the saying: "What is not in the memory is not in the mind;" or, "We know only so much as the memory retains."

Formerly the memory was overwhelmed (cramped with indigestible stuff); now we steer to the other extreme; memory is neglected.

It has gone so far that one has the applause of the masses if he pronounces the cultivation of the memory as reactionary. It is overlooked that a proper cultivation of the memory is a condition *sine qua non* for a higher education; for if a pupil is held to *understand, even thoroughly*, what is before him, and not to *retain* it he resembles a sieve, which receives much and retains little. Formerly we had much learning, little thinking; now much comprehension, little retention.

The cultivation of judgment and comprehension should be practiced; but the cultivation of the memory should not be neglected. Each is needed in a true education.

PH. H. GRUENENTHAL.

CIVILIZATION leads to wealth. There seems to be no end to the riches that England has. For nearly a century its inhabitants have been sending all over the world the products of their skill and labor, and making investments in every nook and corner where they can find places for them, and they are still hard at work doing the same thing. From commercial papers we learn that the capital subscribed for in the first eleven months of 1888 was double that for 1887, which was 500 million. We may safely assume that the actual investment of British capital in 1889 was not less than \$750,000,000, and perhaps more. Ask the boys how this money is made.

THE EXPERIENCE OF ONE.

By R. E. GILLESPIE.

While at a gathering of highly educated ladies and gentlemen lately I was much interested by the remarks of a lady who was speaking of her girlhood experiences with much vivacity. She said:

"My teacher, for some unknown reason, looked upon me as one that needed watching. It amused and annoyed me. I felt really disposed to do some trick just to keep up the reputation I had obtained. As I was trusted perfectly at home, I was tempted to feel indignant; I finally concluded to feel a pity and disdain for her."

"One day she was obliged to be absent, and another teacher was sent into the room. I saw her point out to this teacher those who would need over-sight, and I was selected as one; they both looked at me and talked; then other pupils were pointed out, and then she left. This new teacher had learned that bad pupils must be employed, so I was called upon to bring a glass of water!

"Now I do not hesitate to say that I wasted my time then and feel the loss to this day. The truth is that none of those teachers really taught, so to speak; they went through with a certain routine of hearing lessons; but that I was not taught, I will maintain. Then the useless things we learned in history and grammar! Why, they must have been useless, for I do not remember one of them. I have never had a clear idea of American history, the cause of the war, the consolidation of the states into one government, the method of government, and yet we labored over the subject a good deal. The evident reason is that the teacher only knew the book and that none too well."

"Now I am pretty bright, yet for years I could not tell what two and a half yards of ribbon would cost at eleven cents a yard without long study; yet I was four or five years in arithmetic."

"On the whole, the effect of going to school was quite stupefying to me; it actually made me dull; it seemed to 'stunt' me. The reason was that a repetition of what was in the book was required, and no attempt made to see whether it was understood."

"As I grew older I saw clearly what was needed. The work of the school must have some relation to life,—then it will be understood. When I was in P—I visited a school with my cousin. The teacher had strips of paper, and a girl would come and ask for 2½ yards of ribbon at 6 cents a yard. A pupil would measure it off, and then the cost must be calculated. I was surprised to see how quick they were. Then they bought (or pretended to buy) oranges, potatoes, beef, butter, eggs, etc. All this they put down in a little book and thus learned accounts and arithmetic."

"At this school there was a time set apart for criticisms and suggestions, by the pupils; I was present. One pupil said, 'Miss G—I don't think you did right to keep Mary Boynton in because she came late; her mother sent her to the dressmaker's and that made her late.' Another pupil said, 'I don't think it does me any good to study grammar, I don't understand it, I know.' The teacher listened and gave her views. They were very respectful pupils; but they had a desire to exhibit their side."

I was really sorry when this lady (quite a noted literary woman) was diverted from this line of thought.

INACTIVITY produces incapacity for work; this produces helplessness; this, need and want; need, produces care; and care produces felony, crime, perdition. The source of all misery, and of all poverty, does not lie in the unequal distribution of nature's gifts, but in voluntary incapacity for work.

For these reasons he is the schoolmaster among school-teachers who understands best how to employ his pupils in proper, systematic work, in such a manner that self-activity is not a burden, but a pleasure. What interests children, they observe, they retain in their memory. Without attention, no acquiring; without interest, no attention. Instruction, therefore, must be interesting. To create this interest it is necessary, first, to get the good will of the pupils by giving them proper, well-prepared mental food; starting from the elements, and slowly, but surely progressing. Then it is necessary that due credit be given for good work, even for an attempt to do good work. Nothing perhaps proves a stronger stimulus than a statement on the part of the teacher that an attempt has been noticed, that good work is recognized. Finally, to awaken interest, the teacher must feel interest himself. PH. H. GRUENENTHAL.

DRILLING.

By H. C. KREBS, Egg Harbor City, N. J.

The objects of the recitation are to test, to drill, and to instruct. Let us consider the second topic. Do we drill too much or too little? Many will say, "You can't drill too much." Very true, if it is the mind that you drill; but not, if you drill the memory.

I have recently taken charge of a school in which my predecessor's main object seems to have been to drill a portion of the text-book into the minds of his pupils.

The class was not dismissed until every atom of the lesson could be repeated or solved by every pupil in the class. What are the results?

1. The pupils do not care to study their lessons properly, for they know that if they recite imperfectly, the teacher, by dwelling upon each obscure point, will eventually force that point into their brains. 2. The lesson finished, the pupils think no more about it, but immediately begin to study some other branch. Thus the spirit of original and additional investigation is crushed. 3. This drilling process gives the pupils a careless, self-satisfied disposition. Good teaching always arouses a thirst for additional knowledge.

What can we draw from the preceding?

Give your pupils hints of the wide field for investigation that lies behind each lesson, especially in history, geography, and the sciences; but unless it be very little, do not tell them all you know about the topic under consideration. Tell them in what books they can read up on the subject in hand, how they can learn more about it. Don't read it to them, but let each one read it for himself. Foster a spirit of eagerness for deep research. Inspire them with a thirst for knowledge. Direct their studies. Do not allow them to go from the recitation feeling that they know all about the subject under consideration. If the pupils are interested, but very little drill is necessary—they will remember what they read but once or twice.

Too much drilling does not develop interest, but makes machines. Do not allow the pupils to read their history lesson in class. Ask questions at once, or better, let each one talk on a certain assigned topic. Then ask the others for anything additional that they have read on that topic. Elucidate, explain, and then drilling becomes almost unnecessary. Finally, do not forget that intense interest will fix every fact or fancy as it appears.

BE ON TIME.

It is very desirable that a teacher reach school, not merely at the hour of opening, but a little earlier than that. There are many reasons for this—many reasons why his presence is not only desirable, but necessary, half an hour before work begins. It sets a good example to the pupils. It prevents the early birds from getting into mischief before his arrival. It enables him to see that the rooms are ventilated, before beginning brain-work in a building that has been closed all night. (Nothing so conducive to laziness as impure air.) Then a teacher who is on hand with a bright "Good-morning!" for the arriving pupils wins their good-will for the day. Another good use of the early morning is to talk with the children, acquire and beget a mutual interest, and in a kindly way and privately, reprove any who misbehaved the day before. Finally, when the pupils learn that the teacher is on hand "before school," they will come to him, at that time, for advice, assistance, explanation, that they would otherwise go stumbling along without. This is more important than, at first glance, it seems. One step, passed over without thorough comprehension, may act as a hindrance through an entire course; and many children, who in school hours, would not ask for an explanation, lest it bring ridicule, or delay the class, would be glad of an opportunity to meet the teacher alone and "talk the thing over." A "talk" is often of more value than several "lessons."

EDUCATIONAL ATHLETICS.

Dr. William M. Sloane recently said that the education of the mind is not the sole aim of university education. He is wrong. It is the sole aim. Nothing else can be. Our schools are not called upon to educate animals, but men, and there cannot be men without minds. This is all there is of a man. Muscle is of no account—nay, a hindrance, without mind. But shall we not educate muscle, bone, sinew, brain, and blood? Certainly, for thereby we educate mind. We cannot educate the body, intelligently, without educating the mind. Of course there is an animal training that, in itself, has nothing to do with mind; for example, a man may so develop the

muscles of the arm as to be able to lift a thousand pounds, and he can do this in such a way as to weaken rather than strengthen his mind. This is no part of university education. The special training of any part of the body in undue proportion, is not the part of the school, but of the prize-ring, and the betting fraternity. The harmonious development of the whole body is the end of education. Let any student put his mind into his gymnastics, and he will grow mentally, bodily, and spiritually. Beauty and health are effects of education. Happiness comes, in part, through physical exercise, but happiness is mental; so are beauty and truth. The work of our schools is to exercise the many virtues—the rare virtues. These are precious, because they belong to our better natures; and they come through the body, in part. We are coming to realize that right mind training and body training are one. It is for this reason we urge manual training, not to make carpenters, brick-layers, type-writers, and artisans, but to make men and women. But we cannot make men and women except through the body, and bodily exercises. The education of the soul is the end, but all centers around the body.

MUSIC.

Music is the language of nature. The old authors talked a great deal about the music of the spheres, by which they meant harmony, order, and method. This was Plato's idea. We now restrict the idea of music to singing or playing on an instrument, but has not the time come when it could be enlarged? We have seen great want of harmony while singing a beautiful piece of music. A certain musician was accustomed to get very angry at his pupils when they made any mistake in either singing or playing. Although the musical sounds he secured were exceedingly harmonious, the music was very discordant. Whatever produces a feeling of rest, satisfaction, or joy, is music. We once knew a very musical teacher who couldn't read notes or sing a tune, but her life was a song, with few minor chords in it. She gave an inspiration of joy and peace, as well as of effective work, wherever she was. There was such a fitness in what she did that every one said that she was beautiful, although far from being good-looking. Who could be more musical? Once in a recitation in American history, while discussing the sufferings of the Revolutionary fathers, the patriotism of a certain class rose to such a pitch that almost involuntarily all commenced singing "My Country 'tis of Thee," much to the astonishment of the rest of the school. The melody was only fair, but the music was excellent. Probably such an instance would never occur again, but if there should be an occasion for it, it ought to be repeated. The singing a set piece, often does little good, sometimes harm, but music always does good, and the more we have of it, the better will be our schools.

THE "PSYCHOLOGY CRAZE."

"And now," say some would-be-educators, "there is a craze for psychology." It is curious that this craze has reached Japan. A letter before us reads:

"I have the honor to present you the first volume of my translation of Sully's Psychology, and beg your kind criticism. I translated, a few years ago, Currie's Infant School Education, and others. I was formerly sitting in the chair of the director of Tokio Free Normal School, etc. I beg to be known to you as an oriental educational friend permanently, and I rely on you as a distant educational tutor."
Tokio, Japan. WAKU SHEISHIN."

There will be happy Gentiles in the educational heaven, evidently, while Scribes and Pharisees are waiting here for the "psychology craze," the "manual training craze," and the "professional craze," to subside. Brethren, don't wait; not only are these "crazes" not going to subside, but other "crazes" are coming up. Here is Prof. Sheishin not only reading psychology, but translating it. We should be ashamed to say how many superintendents in cities and counties, how many principals in high and graded schools, have not yet opened a psychology! What an amount of humbug there is!

What is a teacher? One who directs the growth of the mind of a child. Is it needful to know the way in which that child's mind grows? Not at all. He is to keep them at their desks; make them learn lessons; call them up and hear them recite those lessons—and draw his pay.

There will come an end to this nonsense some time. There are people now in school-rooms that see afar off that Othello's occupation will be gone if the "manual training craze," and the "psychology craze," get much under headway; for, what do they know about either?

MANUAL TRAINING IN NEW YORK.

VIEWS OF SUPERINTENDENTS.

In the report of the Superintendent of Public Instruction of New York, we find the following remarks about manual training:

Supt. C. W. Cole, of Albany, says:

"I can say with confidence that manual training is no longer an experiment with us. We have become satisfied of its high educational value, and we believe it will remain a fixed element in our system."

Supt. M. W. Scott, of Binghamton, says:

"Modeling in clay and drawing are receiving due attention under the direction of a skilled and efficient teacher."

Supt. T. F. Kane, of Cohoes, says:

"Form study and drawing has been adopted by the board."

Supt. W. R. Prentice, of Hornellsville, says:

"The primary grades give much attention to form by molding with clay, by drawing, by stick-laying, paper-folding, cutting, pasting, and other manual work."

Supt. L. C. Foster, of Ithaca, says:

"Form study and drawing was introduced into the schools in January. All were provided with models and other necessary material, and the work was begun in a systematic way, and carried on to the end of the year with a fair degree of success."

Supt. Charles M. Ryan, of Kingston, says:

"Form study and drawing, molding, and modeling in clay, sand, etc., stick-laying, paper-cutting, and folding, etc., penmanship and the construction of apparatus for illustration, are parts of the regular every-day work of the schools. This is about all that can be profitably introduced into the public schools. This work is done without any apparent injury, and is of much value in interesting the pupils, and in training them to think accurately, and to do deftly."

Supt. S. J. Pardee, of Long Island City, says:

"The teachers of this city have recently taken hold of the matter of form study and drawing, and it bids fair to be regularly and well taught. In order better to equip themselves for school work, several of the teachers are taking the lectures in the school of pedagogy at the University of the City of New York."

Supt. R. V. K. Montfort, of Newburgh, says:

"The manual training course now extends over four years. More attention has been given to mechanical drawing than in former years. One of the most important features of our work is that the pupils are taught to prepare and work from their own drawings. Sewing is now taught in the third, fourth, fifth, and sixth years with satisfactory results. Two teachers of this industry are employed."

Supt. John Jasper, of New York, says:

"During the past year our course of study in form study and drawing has been pursued in twenty schools and departments containing nearly 13,000 boys and girls. As shown in the very full report made last year, this course extends from the lowest primary to the highest grammar grades. Drawing was taught to the entire number of pupils pursuing the course, paper-folding and cutting to more than 10,000, clay-modeling to more than 12,000, shop work (wood-working) to more than 1,000, sewing to more than 4,000, and cooking to nearly 600. Teachers were employed specially to teach shop-work, sewing, and cooking. All the other branches were taught by the regular class teachers."

Supt. Barney Whitney, of Ogdensburg, says:

"Form study and drawing introduced in September, 1888, is now in successful operation in all our schools. Models and objects for study, materials for modeling, paper cutting, and folding and drawing are liberally supplied. Children are delighted with the work. They show markedly increased ability in observing, accuracy in judging, and clearness in thinking, and are gaining power in self-reliance, originality in modeling, making and drawing, and the training in these subjects gives increased ability in the mastery of other subjects. But the most marked results of this training are seen in its influence upon the teachers themselves. They are seeing the educational and practical value of the study, go through all the details of the lessons they teach, and are working with spirit and a purpose to succeed."

Supt. E. J. Hamilton, of Oswego, says:

"To drawing and music, during the present year, especial attention has been given, though not by special teachers. Excellent work has been done, and results which are particularly gratifying have been attained."

Supt. S. A. Ellis, of Rochester, reports six kindergartens, with an attendance of 250, doing satisfactory work.

Supt. A. B. Blodgett, of Syracuse, says:

"Drawing, penmanship, and music are considered special branches with us, as they are severally placed in the hands of individual teachers. We are greatly pleased at the progress in these subjects; they promise even better things for the future."

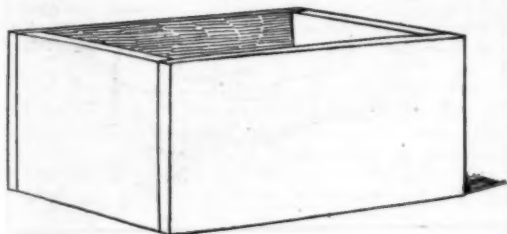
Supt. Fred Seymour, of Watertown, says:

"The work in drawing is now being carried on properly, and judging from the enthusiasm and interest displayed by both teachers and scholars, I am confident that we shall obtain most gratifying results."

THE SCHOOL ROOM.

Feb. 8. EARTH AND NUMBER.

THE ARITHMETIC CLASS.



I have a box, 24 inches long, 18 inches wide, and 14 inches high, inside measurement; it is of wood; the materials are one inch thick. There is a cover, but it is not fastened on. I have a plan made of this box by each member of the class, drawn to a scale of sixteenths or eighths. Then a pupil (or two) takes the contract to produce a box to agree with the plan; this contract is signed by the parties. A committee of the class agree to pay for it, and they receive it when it is done, and inspect it, and report whether it is made according to contract.

The box is placed before the class and problems are proposed. These are selections:

1. How many square feet in the materials of the box? To solve this, each pupil has a two-foot rule. They measure and calculate.

2. How much is this material worth at \$40 per M? (The newspaper with lumber quotations should be brought in.)

I have a pupil bring in a stick an inch square and a few feet long; then with a fine "back-saw" they cut off 4 blocks an inch long; 4 two inches long; 4 three inches long, etc. Showing them the one an inch long, I ask:

3. How many such blocks, in a single row, can be put across one end?

4. How many along one side?

5. How many will cover the bottom?

6. How many against one end?

7. How many against one side?

8. How many will fill the box?

9. How many two inch blocks will be needed?

10. How many three inch blocks?

11. Will this hold a bushel?

(A half bushel measure should be brought in.)

12. How many bushels and how many inches over?

(Fill the half bushel with oats and put it in the box.)

13. How many wine gallons will it hold?

(Bring in a gallon measure.)

14. What will this box full of oats weigh?

(It is a capital thing for them to take the box to some feed store and verify their figures, and report next day.)

15. What will this box full of wheat weigh?

16. What will it weigh when filled with barley?

17. What will it weigh when filled with water?

(The arithmetic will tell them the weight of an inch of water—if not the cyclopædia—or the druggist.)

18. Suppose it to be filled with one solid piece of iron. What will it weigh?

(Here they must know how much more iron will weigh than water. The arithmetic will tell this, it is true, but let some boy find out by bringing in a pair of scales and weighing a piece of iron in the water and out. It is a pretty experiment and they can do it. Thus they will know how much heavier it is "at first hands.")

19. Suppose it to be filled with lead, what will it weigh? (See the note under the 18th. question.)

20. Suppose it to be filled with mercury?

(Some time should be spent here; there is danger of going too fast.)

21. How much will an Englishman charge for making 12 such boxes at 2s. 6d. each?

22. What will the lumber in the twelve boxes cost in England, at £3. 2s. 6d. per M.?

23. Suppose a man can make me a box in one hour and ten minutes, how long will it take him to make 20 boxes?

24. What will he charge for making 20 boxes at \$2.50 per day of ten hours?

25. If an Englishman charge 2s. 6d. for making a box, how much will you pay him for making 20 boxes at \$4.84 to the pound sterling?

26. How much will this box filled with shelled corn weigh?

27. How many such boxes to make a ton of 2000 lbs.

28. How many avoirdupois ounces of corn in this box?

29. Of wheat?

30. Of oats?

31. How many Troy ounces of corn?

(Here there should be investigation. Let a Troy pound and an avoirdupois pound be brought in. Have

a pair of scales before the class; they can be borrowed easily.)

32. Fill the box with corn, at two cents per oz. avoirdupois, and sell it at two cents per oz. troy. What is the profit?

33. How many such boxes would be needed to stretch out a mile?

34. How many to go around the earth—25,000 miles?

35. Pile up boxes like this: three at the bottom, then three more on top, then three more on these. How many cubic feet and inches in them?

36. How many such boxes will be needed to hold a cord of wood?

37. How many bricks can be put in this box?

(Let them get a brick and measure it.)

38. Will this box weigh more when filled with sweet oil or water?

(Let them fill a tumbler with water and weigh it; then fill with oil and weigh, and draw a conclusion.)

39. How many such boxes will be needed to cover a square rod?

40. Make a square of boxes that will be the nearest possible to a square rod.

41. Make a square of boxes the nearest to a square acre.

42. How many boxes one above another will be needed to be as high as the Washington monument?

43. Will this box hold a bushel of apples?

44. Could you make a box that would hold just a bushel?

45. How large a box would you make to hold 10 hog-heads? (63 gallons each.)

46. If this box is worth a franc and a half how much is that in cents?

47. What is the difference between the outside and inside surface, not using the cover?

48. What will it cost to paint the inside at 10 cents a square foot, including the inside of the cover?

49. What to paint the outside at 9½ cents a square foot, including the top and edges of cover?

50. If you fill the box with water and put a living fish in it will it then weigh more?

51. Do you know just what will happen in that case?

52. Suppose you drop a pound of lead into the box, when it is full of water, what will be the result?

PRIMARY NUMBER WORK.

By SUPT. WILL S. MONROE, Pasadena, California.

Number in the best schools to-day begins not with figures, but with the limitation of thought by means of objects. Until the sense-grasp has been well trained, and there is built in the mind concepts of limitations, all number work must appeal directly to the touch, sight, and hearing. There comes a time when thinking must be done by means of figures, when objects become too cumbersome for rapid work; but that time is not reached during the first school year, nor until ten has been well comprehended. All the first-year work should be done with objects, and the pupils should handle the objects themselves.

The objects used in number work should be selected with special reference to the other work of the grade. If plants are being studied, collect leaves, roots, flowers, fruits, seeds, and acorns. If animals are being studied, make collections of shells, insects, bones, etc. In whatever line the pupil is working, let there be harmony. The number, reading, language, science, drawing, and writing lessons, should all be related, and this law of relation nowhere violated.

During the first year, ten may be taught well. The second year's work may be carried to thirty; the third year's to one hundred forty-four. The fourth year should include practical problems, oral and written. The book should not be placed in the hands of the pupils before the fifth year. Until then, the problems should be made by the pupils and teacher.

The first step in number work is to ascertain where a child's knowledge ends; begin your teaching there. It matters not what he has been taught in the grade below, or what the "course of study" may require in your grade; it is economy to begin your instruction where the child's knowledge of the subject ends. It is weakening the child to attempt advanced steps before the preceding ones are mastered. A hasty review may answer the purpose; but be sure that all that goes before has been mastered, and you will then, other things being equal, be prepared to accomplish satisfactory results; remembering that you are not to aim at agility in handling figures, but to impart mental strength and power.

THE EARTH

GEOGRAPHY BY OBJECTIVE METHODS.

BY AMOS M. KELLOGG.

(CONTINUED FROM SCHOOL JOURNAL, JAN. 11.)

RIVER STUDIES.—The teacher draws (map 35) and may remark:



"You have seen this river on your maps hundreds of times." Some one will soon name it correctly.

"Oswego river." Then let other features be added, and the pupils, if possible, name the cities, lakes, rivers, mountains, as they are put in; if they cannot, the teacher says, "Oswego" or "Syracuse." The sketch completed will be this. (Map 36.)



Such a sketch placed on the blackboard will soon make them familiar with central New York. The teacher will keep up a running talk about the cities and towns, the flour and starch mills of Oswego, the salt wells of Syracuse, the canal and railroad connections, productions, climate, manufactures, schools, etc.

At another time the pupils will take the pointer and do the talking. The best teachers only talk to get their pupils to talking.

A LESSON IN GUESSING.—The teacher may propose that each pupil bring in a river profile on a piece of paper three inches square. Taking them up at class time he says:

"This is the Muskingum river."

"This I cannot tell," etc.

They are distributed again, but not to their owners. Each is to guess the river and to complete the sketch—as well as he can. This trial will mightily stir up a study of the map.

RIVER PROFILES, (Continued).—At another lesson the teacher draws a river; the Delaware, for example.

The pupils guess its name, and they complete and describe it.

It will be seen that the reviews pursued in this way tend to fix the acquired knowledge firmly in the mind. They represent their knowledge; this is a pleasure. What we learn with pleasure we learn easily.

A RADIATING REVIEW.—The teacher draws. (Map 37.)



Before he can even get so far the class will say "New York." He erases and starts again in the middle of the board, and quickly a sketch like this appears (Map 38.)



Then will follow a description by the pupils. If there

is room on the blackboard, let the state lines of Connecticut, New Jersey, and Pennsylvania be drawn.

STATE OF MAINE.—The teacher draws a perpendicular line A B, say a foot long; from its top, extends a horizontal line B E, somewhat longer to the right from the center of the perpendicular line C S, of the same length as first line, and connects as below. Then adds triangle, whose top is an S. This gives the general form of Maine. There are four triangles in this state, and one triangle cut off of it. (Map 39.)



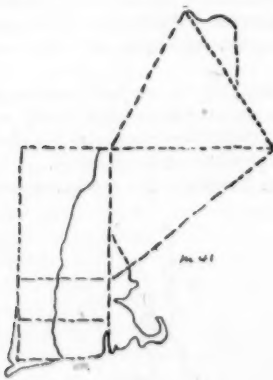
Having impressed this form by repeated drawings, let the pupils try it. When the general form is gained, erase A E, and draw in its place the coast line; change the other boundaries as needed. (Map 40.) This should



take five minutes or less. Give it out for study. Turn to reviews.

THE SIX NEW ENGLAND STATES.—Let the teacher begin with an oblong twice as high as wide. (See p. 25.)

After drawing the five states as then drawn, Maine is annexed. (Map 41.)



The general structure will easily be remembered. To remember the position of rivers, bays, towns, lakes, mountains, there must be much repetition, drawing, talking, and composing. Criticizing will compel studying, and thus fasten the facts.

PEN AND INK MAPS.—Ask for neat maps on paper three inches square of one of the seventeen states already drawn. Put the best in the "geographical album."

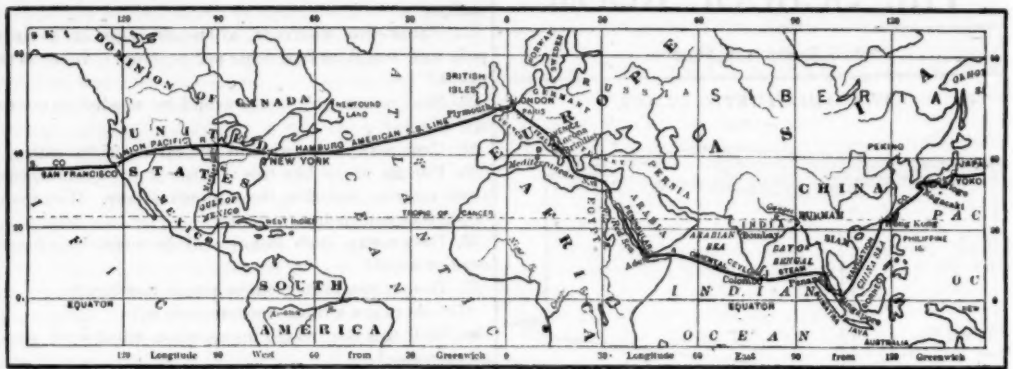
REVIEWS.—Let the teacher draw the Maumee river, and let a pupil complete the state.

Let the teacher draw the Hudson river, and a pupil complete the state.

In this way take up the rivers Rock, White, Juniata, Passaic, James, etc.

A GEOGRAPHICAL ALBUM.—A scrap-book, made of large manilla sheets, 12 x 13 inches, is almost indispensable in the school-room. It will have many uses.

[TO BE CONTINUED.]



AROUND THE WORLD IN LESS THAN EIGHTY DAYS.

This map shows the route of "Nellie Bly," a young lady whose real name is Miss Pinkie Cochrane, of Indiana, Pennsylvania, and who, traveling as a representative of the *New York World*, has just completed the circuit of the world in the unprecedented time of 72 days, 6 hours, 10 minutes, and a few seconds. Miss Cochrane, leaving New York on the morning of Nov. 14, crossed the Atlantic in the steamship *Augusta Victoria*; thence, on Nov. 22, she crossed the English channel, and stopping only for a call upon Jules Verne, the great Frenchman who conceived the idea of her trip in his "Around the World in 80 Days," she hastened across Europe and down to the boot-heel of Italy; then by the Peninsular and Oriental line, through the Suez canal to the Indian ocean, and across it to Hong Kong. Then a short trip to Yokohama, and Miss Cochrane felt "homeward bound." The steamer *Oceanic* brought her across the Pacific to San Francisco, and four days and a half later she reached Jersey City and was escorted across the Hudson to New York, amidst booming of cannon and waving of flags. We think that Nellie Bly's trip can be made a very practical lesson in geography, and we suggest that teachers tell their pupils about it and then ask them questions on the countries visited. Some good questions are given below, but many more will suggest themselves. An entire day might well be given up to an exercise upon the subject, or an afternoon; a good way would be to let each child tell about some one country, or city, or ocean.

Here are some questions about Nellie Bly's trip:

1. In going out of New York harbor what forts are passed?
2. What is the usual time consumed in crossing the Atlantic?
3. What nation has the most vessels in this trade?
4. What is the fastest time on record, Sandy Hook to Fastnet lighthouse?
5. What current is followed?
6. What fishing banks are skirted?
7. Where is the British channel?
8. Locate Plymouth. Locate Queenstown.
9. Why do Liverpool vessels usually stop at Queenstown?
10. Why do vessels for the continent prefer Plymouth?
11. What great harbor at Queenstown?
12. On what river is London?
13. Where is its American namesake?
14. Is London a very old city? Older than New York?
15. How much larger is London than Paris? Than New York?
16. What great cathedral in London?
17. Name one or two monuments there.
18. What is Westminster Abbey?
19. Is any American buried there?
20. Where does parliament meet?
21. What do you know about Parliament? History? Size? Powers? Officers? Mode of selection? Peers? Lords? Commons? Parties? Party leaders?
22. What great museum in London?
23. On what river is Paris?
24. Do you know anything about the Isle of France?
25. What form of government in France?
26. Since when?
27. How many World's fairs have been held in Paris?
28. What did the latest fair commemorate?
29. What Frenchmen were prominent in the war of 1776, and also in the French revolution?
30. Tell of two other revolutions in France.
31. Who is Boulanger?
32. What is the Paris salon?
33. Where is Venice?
34. What nation recently held Venice?
35. What special peculiarity there?
36. What is a gondola?
37. Why is Venice called the Bride of the Sea? What sea?
38. To reach Venice by rail, what small country is traversed?
39. What mountains?
40. What three of the greatest generals of history crossed the Alps?
41. What sea south of Venice?
42. Where is Brindisi?
43. In crossing the Mediterranean, what islands are passed?
44. To what nation does Cyprus belong?
45. What great river empties into the Mediterranean?
46. Tell some things you know about the Nile.
47. What is the isthmus of Suez?
48. Who built the Suez canal?
49. What other great canal did he try to construct?
50. Why is the Suez canal of great importance to England?
51. Why do sailing vessels rarely pass through it?
52. What towns at the end of it?
53. What seas?
54. What country on the east?
55. What ocean is now entered?
56. What great sea on the north?
57. Where is Ceylon?
58. To what nation does it belong?
59. What peninsula does it adjoin?
60. What strait between?
61. Locate Bombay, Calcutta, Madras.
62. What does Ceylon produce?
63. What are the main products of India?
64. Of what nation is England jealous in India?
65. What other nation formerly had great influence in India?
66. What is the religion of India?
67. Tell about the Malay peninsula.
68. What waters wash its shores?
69. What Dutch colony in this region? Its products?
70. What lands surround the China sea?
71. What other seas along this coast?
72. What is Hong Kong?
73. What is Formosa?
74. What is Corea? What recent events there?
75. In which direction do most peninsulas point? What notable exception?
76. What are called the Britain of the East?
77. For what are the Japanese noted?
78. What form of government have they?
79. Distinguish between them and the Chinese.
80. What products reach us from Japan?
81. Locate Yokohama.
82. What European first saw the Pacific ocean?
83. Why did he give it this name?
84. How does its size compare with the Atlantic?
85. What is the correct name of the Sandwich islands?
86. What special treaty have we with their ruler?
87. Where is sugar most largely produced?
88. What kinds of sugar are commercially important?
89. Locate San Francisco.
90. What main lines of railroad connect the Pacific coast with the Eastern states?

CURRENT TOPICS.

Under this head will be found a summary of important events, of discovery, of invention; quite a survey of the world—especially the civilized world. See also narrow columns.

FAMINE IN Bessarabia.—Owing to the destruction of crops by bad weather there is a famine in Bessarabia. Many people have died for want of food. Where is this country? Describe its people.

IN AN ICE FIELD.—The steamer *Colina* which arrived lately at Halifax from Glasgow, was caught in an ice-field in lat. 48.30, long. 49. She was surrounded by icebergs. After nine hours an opening allowed her to escape. How are icebergs formed? Where is longitude measured from?

THE BRITISH IN EGYPT.—French and Russian agents are pressing the subject of the evacuation of Egypt by the British troops. Why should they wish the British to leave that country?

BANK FAILURES.—Three New York City banks closed their doors through alleged irregular transactions of their officers. Why are banks necessary? What can you say of the responsibility of their managers?

A RAILROAD TO CHINA.—The Chinese government has assented to the building of a railroad from Kirin, in Manchuria, to Peking. The line was planned for in the great Russian system of Eastern Siberian railways. Locate the places mentioned.

AN APPEAL TO THE POWERS.—Portugal appealed to the powers to decide the dispute between herself and England regarding African territory. What is meant by the "powers"? How are the actions of European governments limited?

SUBMARINE BOATS.—M. Goubert, the celebrated engineer, inventor of submarine boats, proposed to the French minister of marine to build half a dozen such boats for passenger service between Dover and Calais. The minister declined the offer on the ground of danger of smothering the passengers.

HUNGARY'S WAR VESSELS.—The government has given large orders for the building of war vessels. When the iron gates in the Danube are removed Hungary will have a river fleet to represent her both as a country and a state. What is John Ericsson's connection with modern war vessels?

A DUEL NEAR PARIS.—The Marquis de Mores recently shot in a duel M. Dryfus, editor of *La National*. What distinguished American was killed in a duel? What is a better plan of settling disputes?

TENEMENT HOUSE DANGERS.—A tenement house in Boston was burned and ten people perished. What do you know of tenement houses?

BRAZIL'S OUTLOOK.—Brazil has sent an agent to France to secure a loan of \$10,000,000. Arrangements are making for the laying of submarine cables between that country and the United States. The government has offered to buy Don Pedro's palace. It is said that Gen. Da Fonseca is becoming more popular every day. How is Brazil governed at present?

EARLY STRAWBERRIES.—Strawberries that were grown in the open field near Charleston, S. C., have already been shipped to New York. What is the difference in climate between New York and Charleston? Why? On whom do the large cities depend for their food?

AN UNHAPPY EMPRESS.—The empress of Austria is very sad since the death of her son Rudolph, giving signs of the insanity hereditary in her family. She spends most of her time in singing dirges and in prayer. What was Rudolph's fate? What is Austria's ruling dynasty?

A NOBLE MONARCH.—A few days ago the king of Greece was walking in a street of Athens when he saw a man beating a boy. Indignant at the outrage the king interfered, when the man raised the stick to strike him. The monarch promptly knocked him down, and turned him over to the police. What do you know of Athens? Give your opinion of the king's action.

CANADA AND THE UNITED STATES.—Goldwin Smith in a speech before the Nineteenth Century club in New York, said that a reunion of Canada and the United States was practicable. Who is Goldwin Smith? How did Canada come to be an English province?

OIL ON THE WATER.—The crews of the steamships *California* from Hamburg, *Friesland* from Antwerp, and *Rhaetia* from Hamburg, on their recent westward passage tried oil on the waves with satisfactory results. What is the meaning of the phrase, "Pouring oil on the waters"?

THINGS TO TELL PUPILS.

Tell them about the great wall of China. An American engineer has recently measured it and gives it an average height of 18 feet and a width on the top of 15 feet. Every few hundred yards it is widened and surmounted by a tower 24 feet square and from 20 to 25 feet high. The foundation of the wall is of solid granite. For 1,800 miles it goes over plains and mountains. The foundation is gray granite, as firm and solid as it was 2,000 years ago, and the remainder of the structure of brick as good as the average that are made to-day. In some places the wall is built smooth up against the brink of canons or precipices, where there is a sheer descent of 1,000 feet.

Tell the pupils about Siberia's snow-flower. It is found in the most northern portion of Siberia, where the ground is continually covered with frost. This strange object shoots forth from the frozen soil upon only one day of each year, and shines for that day only. It has three leaves, each about three inches in diameter. They are developed only on the side of the stem toward the north, and seem covered with very small crystals of snow. The flower, when it opens, is star-shaped, and its petals are of the same length as its leaves, and about half an inch wide. The seeds of this strange flower are on the extremities of the anthers, which are five in number. Some of these seeds were taken to St. Petersburg. They were placed in a pot of snow and remained there till the first of the following January, when the flower burst through its icy covering.

Tell them about the "Valley of Death." It is the crater of an extinct volcano in the island of Java. It is half a mile in circumference, and filled with carbonic-acid gas, which constantly emanates from the valley. As the gas is invisible, every living thing that descends to the valley is instantly suffocated. The ground is covered with the bones of men and numerous animals. There is a desert in California bearing the same name.

Tell them about Jean Ingelow's home. She lives in an old-fashioned, cream-colored house surrounded by extensive grounds with fine trees and beautiful flowers and shrubs. This is her home in summer time, but as her lungs are not strong, she spends the winter in the south of France, occupying a cottage near the Mediterranean, covered with vines and flowers. She is almost sixty years old, but does not look her age, for her eyes are bright, and her cheeks are round and rosy.

Tell them about Thomas A. Edison's new invention. It is a far-sight machine, and he expects to increase the range of vision so that a man in New York can see the features of a friend in Boston with perfect ease. Mr. Edison hopes to have it perfected in time for the world's fair in 1892.

Tell the pupils about the floating gardens in the boat-town of Canton. The Pearl river is covered with boats that form dwellings for a large population. The people not only live on these rivers, but they also use them for gardening purposes. A raft about twelve feet long and six wide is prepared by lashing together a number of bamboo poles. Straw is spread over this, then a layer of adhesive mud, and the raft is ready for planting. Rice-shoots are transplanted and placed on these floating gardens, and in about seventy days the rice is ripened. Often in times of drought or flood these floating rice fields have averted famine, for they flourish after others are destroyed.

Tell the pupils about a bird without wings. It is called the Kiwi Kiwi and is found only in New Zealand. It is very fleet of foot and hard to capture. The natives seldom try to take it, as it lives in swamps and hides in the daytime. The chiefs alone are allowed to wear cloaks made of its skin.

Tell them that the most valuable book in the world is said to be a Hebrew Bible in the Vatican at Rome. In 1512 Pope Julian refused to sell it for its weight in gold. It weighs more than 325 pounds, and it takes three men to lift it.

Now that Mr. Edison has helped to "turn night into day," and has found a way to reproduce the human voice for after ages, we may expect him to do almost anything.

CORRESPONDENCE.

A SUGGESTION ABOUT OUTLINE MAPS.

To the Editors of THE SCHOOL JOURNAL:

In the place of the stencils you manufacture I would suggest this modification:

1. Let outlines of maps be cut from thin board, or heavy paper, so that they can be laid against the blackboard and quickly used in drawing the general form of the country or state to be studied. Large inland waters, like the great lakes of our own country, or the Caspian and other seas of Europe, Asia, etc., might be cut out, or a line in which the crayon could easily be inserted, might indicate the course of some great river or chain of mountains. A few holes might be cut to show the positions of large cities only, and the rest of the map—the filling in—be left to the memory of the pupil. Instead of board, block tin or thin sheet iron might be used.

2. Other outlines similar to these might also be prepared, having nothing but the outline, these to be used and filled in after the others have been carefully studied. My experience shows that the great difficulty in map drawing is the outline. Given that, even the lower grades could and would, with interest, fill in the map. The outline itself could not be, by any means, as perfect as that obtained by your stencils, but the general form and the proportions of the map might be made reasonably accurate. I find THE INSTITUTE a valuable aid in teaching.

Brookhaven, Miss.

R. S. RICKETS.

PUBLIC SCHOOLS AND THE CATHOLICS.

To the Editors of THE SCHOOL JOURNAL:

In your issue of January 18, Mr. Lindsay makes complaint that you do not present the Catholic objections to the public schools, and I write to say that I do not think you give enough attention to the obstacles put by the Romanists in the way of the schools. Through the threats of the Catholic priests, and their persistent misrepresentation of our schools, a very large number are compelled to take their children from the public schools and send them to schools very far inferior. This is a matter of vast importance.

A. C. GOODWIN.

We believe the public school system is the best one, but the Catholics do not; so we say to them, "Open such schools as you like, but pay for them yourselves." If the parents believe the assertions of the Catholic priests as to the neglect of teaching religion, let them ease their consciences by sending their children to the parochial school. It becomes under such circumstances a religious matter, and every one has a right to his religious belief. The time will come when all the Catholics will see that they can send their children to schools where no religion is taught, and let the priest teach them afterward. Certainly we have many excellent Catholic teachers in the public schools of this state who strive their utmost to draw in the children of Catholic parents. We have able Catholic members of the board of education; in fact, a majority of the best Catholics of the country believe in public schools. Supt. Goodwin may be where he sees the acts of some very narrow and bigoted priests, but there are such in all sects. A Presbyterian minister lately declared against public schools—they didn't make Presbyterians, you see.

SCHOOL GOVERNMENT.

To the Editors of THE SCHOOL JOURNAL:

Not long ago, at an institute, I heard a teacher of long experience telling about his method of obtaining order. What he said seemed to me valuable: "When I first began to teach I had what I thought was excellent order. The children were quiet and attentive. There was a great degree of coldness, however, which I supposed must exist between teacher and pupil. I returned to my native town, and there I met with greater success. I did not find it necessary to exercise my authority in order to have a well-disciplined school. The scholars seemed to have the spirit of a large family in which they regarded me as an older brother who was more willing to teach than to criticize them. I did not understand the reason for the difference. After several years I obtained a position in a neighboring town, and again I felt the same lack of sympathy that had chilled and discouraged me during my first school year.

"About this time I read an article on School Government in an educational paper insisting that the teacher should become acquainted with the pupil by conversation regarding the little matters that are all the world to the boy and girl. I paid no attention to the advice for I felt I should lose my dignity by doing this.

"But there came a dark day in that term when I felt that all my boasted government had slipped away and what I termed my 'bad boys' were almost masters of the situation. A change in my method of government became a necessity. I resolved to act on the advice of the article.

"The next morning as one of my 'bad boys' was earlier at school than the rest I asked him about the story-book he carried in his hand, then about his horse, his dog, etc. I did not find it necessary to ask many questions; for almost an hour he talked to me, full of animation and interest.

"From that moment he changed from the position of an

insolent pupil to that of a friend. I continued to exercise this sympathy, till out of discord rose, softly and firmly, a sweet harmony between teacher and pupil. I now know that the order I had in my first school was gained by absolute tyranny and was a sacrifice of both my own and my scholars' personal comfort.

"When I taught in my own town my pupils were acquainted with me and unconsciously I became a partner in all their childish plans from a real sympathy, without the preliminaries that a new set of pupils would require."

MARY R. MILLER.

LIGHT GYMNASTICS.—I read with great interest the article on "Physical Culture," by Will Townsend, in THE SCHOOL JOURNAL for December 21, and I want more of it. Will you kindly tell me in what book I can find more on the subject. The practical part of it, I mean, together with the light gymnastics you mention.

Englewood, N. J. M. R. W.
I regret to say that I do not know of any work that I can heartily recommend for use in the school-room. Most of the books have no life in them. The "Delsarte" exercises are all good, but the technical terms used, and the apparent inconsistency in the rules, make them confusing to one not well versed in the philosophy of the system. The best work I have found is "Society Gymnastics" by Genevieve Stebbins. In the back numbers of *Dress Magazine* are some excellent diagrams showing correct positions, etc., as well as some good suggestions.

WILL TOWNSEND.

THE EIGHT-HOUR MOVEMENT.—THE JOURNAL of December 21, criticizes Mr. Geo. Guntton for advocating eight hours for a day's labor. What would be the proper limit for a day's work and *why*? How shall we determine the effects upon the mental advancement of the laboring man without experimenting? Is the laborer correct when he says that fewer hours means more men employed to do the same work, and consequently fewer idlers? In other words, if ten men are now employed sixteen hours a day to accomplish a certain result, and in consequence ten other men are idle, would it not be better for the community as well as these ten unemployed men, to have the hours of labor of the first ten reduced to eight, so that the other ten may be employed?

J. FAIRBANKS.

We referred to this matter only to say that the laborer will be advanced by *education*. We still think the true way to benefit him is to educate him, and not to shorten the day. As to the nice little conundrums brother Fairbanks offers, we only say he is an adept at proposing them. Let him consider this one: If double are employed at eight hours per day, quadruple would be needed at four hours, octuple at two hours, and sixteen-tuple at one hour per day. Is it not so? Wages would go up in the same proportion, of course; so that the true way to bring in the millennium is to shorten the working day to an hour or less.

RAISING MONEY FOR A LIBRARY.—We have been very successful in our plan for getting new books for our library. We got \$30 from an entertainment by charging a dime for entrance. A merchant in the village proposed the plan of loaning it out to the boys and girls to use as they might deem most profitable. That was in October, 1888. In December, 1889, there was a meeting held in the church, to which all paid a dime to get in to hear the reports of those who had borrowed money from the library fund. After some music, and when the case had been stated, a promissory note, signed by a boy, was held up, and he was asked to pay it, and to tell what he had done. Some had borrowed a dime; some a five-cent piece, and the accounts they gave of investments were very interesting, and held the audience for three hours. Some invested in eggs, and sold them at an advance. One bought eggs and set a hen on them and sold the chickens; another pie-plant and sold it at a profit; and still another for cream and sold it. As each reported he was cheered immensely. The whole amount footed up \$139.18. Then \$42.20 was taken at the door, and \$13 12 was on hand; total \$194.50.

C. L. G.

We mentioned last week a poor way of getting a library. Does not this seem to be a much better method? Will not the books in this library be more highly valued and more generally read than those in the other?

A COLORED TEACHER.—In a recent number of the JOURNAL I noticed an item stating that Miss Baldwin, a young colored lady, had been appointed principal of a grammar school in Cambridge, Mass. Please tell me if the school is composed of white and colored, or of colored children only.

SUBSCRIBER.

Supt. Cogswell informs us that the school is composed of both white and colored children. In Cambridge there are no schools for colored children only. Miss Baldwin is principal of the Agassiz school, which is located in one of the best sections of the city. The school is composed of four primary classes and two grammar classes.

BOOKS ON WOOD-CUTTING.—I am anxious to obtain information about wood-cutting. Can you recommend some books on the subject?

R.

We recommend Compton's "First Lessons in Wood-Working," published by Ivison, Blakeman & Co.; "Bench Work in Wood," by Goss, published by Ginn & Co.; and "How to Use Wood-Working Tools," published by E. L. Kellogg & Co.

Mr. Geo. B. Hurd, principal of the Winchester school, New Haven, kindly calls our attention to the law of Connecticut, requiring 120 days of school attendance in each year, for all children between the ages of 8 and 14. No child under 13 may be employed in certain specified industries—shops, factories, etc. These laws are enforced, during the school year, by state officers, who are constantly at work under the direction of the state board, and assisted by local officials. During vacation, labor unions see to the clauses forbidding child-labor.

EDUCATIONAL NOTES.

MANUAL TRAINING.

1. Suppose a little boy draws a figure with slate pencil or chalk. If it is not correct it can easily be corrected. Will not the pupil make this deduction? "It does not matter materially whether I am absolutely accurate or not, as I can easily correct my mistake."

2. Suppose he draws a figure with lead pencil. To correct it, requires the use of rubber. The trace of wrong lines is still visible. The figure does not look neat. Will not the pupil make this deduction? "If I am more accurate, I can save myself some labor, and produce work that will please me as well as others."

3. Suppose a boy draws a figure with pen and ink. To correct this is nearly impossible; the knife is required, the material partially destroyed. The trace of the error is forever visible. Will not the pupil make this deduction? "By being more accurate, I can avoid my mistakes appearing as a permanent reproach to me."

4. Suppose a boy cuts a figure out of cardboard with knife or scissors. If not correct it is useless. Will he not draw this deduction? "My work is in vain, my time lost, and a value is destroyed because I was careless."

5. Suppose a boy constructs a joint in wood, and the parts do not fit. Will he not draw this deduction? "My work is lost, my time lost, and a considerable value in materials destroyed, for want of knowledge or care."

If manual training merely teaches to become accurate, should it not have the cordial support of every thoughtful, intelligent teacher and parent?

OTTO ORTEL.

LISTEN, for a moment, to Supt. W. R. Prentice, of Hornellsville. In his annual report he says some things worth hearing:

"Since teaching is our chief business, we have abandoned formal examinations, and rely upon 'class spirit,' not 'per cents' to hold pupils up to their work. We promote, also, solely upon the judgment of principals and teachers. In regard to this, we can speak with some confidence. We get equally good work, nervous pupils are not injured, and there is much less tendency to 'cram.' We have little actual truancy. In all our schools corporal punishment is practically abandoned. Teachers are learning to depend on other methods for securing good order. We are doing what we can to teach patriotism. American history is taught in all grades above primary. A system of school savings-banks, of our own invention, has grown steadily in favor with all."

There is a good deal of thinking going on in Hornellsville, and we imagine that the pupils are doing some of it, as well as their masters. That is what schools are for!

THE school troubles in Kingston, N. Y., well show that we must entirely remove religion from the public school. In District No. 3, the Catholics have controlled the school; two years ago there was a popular uprising, and Prof. James McCabe was dismissed and Prof. Robert Eadie put in his place; public interest immediately increased as well as the attendance. It became necessary to have a branch school; and the pupils were taught by a priest at the Brothers' school. To this, the people now object; the trustees are Catholics, but believe the public schools should be non-sectarian. The attempt now will be made to build a new school-building. All this shows the love of the non-sectarian public school is too deeply fixed in the minds of Americans to be uprooted. The Catholics will have to give way.

THE London *Educational News* commends our article on Dr. Arnold, and William M. Giffin's article on pedagogical degrees. Mr. Giffin can hit a nail on the head when he tries.

HON. B. G. NORTHROP, of Clinton, is recovering from a three weeks' siege of "la grippe," and has for the first time in thirty years been compelled to cancel lecture engagements by reason of illness, although an accident once stopped his work.

THE Minneapolis schools are doing well to institute a course of lectures on educational subjects, for the benefit of the people as well as the teachers. During the present winter, Col. Parker, Dr. E. E. White, Professor Payne, Dr. B. C. Hinsdale, Supt. T. M. Balliet, and Dr. W. T. Harris, are to speak. The result cannot be other than satisfactory, for the more the people do some independent thinking on their own account, the better will be our schools. We can always depend upon the intelligence of the average man and woman. Much of the opposition to advancement is born of misapprehension. The people do not know. For nearly a generation they have been deceived as to the work

in grammar, thinking that its study promotes the art of writing and speaking our language correctly, when the fact is that it does not. The same remark applies to all the subjects taught in our schools. The people are seeing some things better than ever before, and so we are advancing faster than ever before. If the Minneapolis plan of lecturing could be adopted in all the cities and larger towns of our country, where progressive thinkers could meet the people face to face, great good would be the result. We commend this thought to our progressive superintendents and principals.

THE Topeka *Capitol* says: "The teacher ought to make a continuous study of means for best applying rudiments of education in building up men and women fit for the practical work of life." This is the doctrine THE JOURNAL has preached for twenty years. It now begins to take hold of the people. Those who won't make a "continuous study" will have to get out of the way.

COUNTY SUPT. HARRY L. BRAS, Davison county, Dakota, says in his annual report:

"By no means the least of the educational forces in our county are the professional journals taken by our teachers. I don't think there is a teacher in the county but takes one or more. It is a source of gratification indeed to think of the grand army of workers striving to qualify themselves for the important work of teaching. Mere school keeping is growing rapidly in disfavor, and we believe that this reform is due in a great measure to the influence of the educational journals. Among those taken in the county are the following leading journals: *Dakota Educator*, and THE TEACHERS' INSTITUTE, New York."

PROF. GUYOT pointed out that if the winter was mild here, there was sure to be great severity on the ocean. We note in the daily papers:

"The steamship *Rugia*, had an arctic experience for four days on her passage from Hamburg and Havre. The principal work of the sailors was cutting away the ice which formed on the rigging. A heavy brass cannon used to fire salutes was washed overboard.

"The steamship *Crystal*, from Leith and Dundee passed two small icebergs on January 6, fifteen miles of field ice the next day, and two tremendous bergs January 8."

It is important to call the attention of pupils to this point. The reason given for the mild winter is that the great storms from Montana and Dakota are carried north of the Lake Region, and sweep up the St. Lawrence and so on toward the ocean.

These storms are forced out of their usual course by uncommonly strong air-currents emanating from the Gulf, and pushing up the Atlantic coast and the Mississippi valley.

MR. ISAAC L. EUSTACE sends us a copy of the *Coal River Record*, published at Racine, Boone county, West Virginia, in which we find a long article upon the local schools, illustrated with portraits of their teachers. It is interesting and creditable to find these given a place beside the local statesmen.

ONE of the present mistakes is the postponing of the study of literature to the graduating year. It should be taught all along the way. By selecting suitable extracts and incidents in the author's life interesting to children, very young pupils can be made familiar with standard writers and their works. The success with which the plan is used will depend upon the teacher. If she brings no knowledge of her own, no love for the author, no enthusiasm into her work, her efforts to teach literature will be a failure, as so many efforts to teach arithmetic and geography are.

PROF. JESS was recently conducting experiments in chemistry (in his class-room at Bloomington, Ill.), in which oxygen was being generated in a retort composed in part of iron, with iron pipe connections. Teachers and pupils were crowded around the retort when it exploded, pieces of iron being driven through the brick walls, and the windows being blown out. Twenty persons were injured. One piece of iron pierced a can of gasoline, which ignited, but the flames were soon extinguished. The accident is said to have been due to impure chemicals.

WE have received the chart of the course of study adopted by the Tri-county Educational Council, which is composed of the school commissioners, superintendents, and principals of Montgomery, Fulton, and Herkimer counties, New York.

MR. H. A. FRENCH, of Iowa, proposes adopting, for the desired neuter pronoun, the form *she'sh, his'er*.

him'er. A better form is *e, es, em*; many others have been suggested. There is little use of speculation. Language is not made, it grows; and while new words are often introduced, they are rarely of the kind that make up the bone and sinew of speech. To coin telephone, dude, reliable, is one thing; to alter a structural usage, quite another.

THE readers of this paper have received many benefits from a workman whose hands are now stilled in death. Mr. William H. Reed, the foreman of the printing office for the past five years, died on Friday morning last. He was a man of integrity, industry, and ability. Both he and his brother were members of the 127th New York Volunteers; both were wounded on the "skirmish line" in South Carolina. He was in the office in apparent health on the 22d of January; on the 23d he was also present but not so well; January 31 he died. His funeral took place in Passaic, February 2, and was attended by many neighbors and relations, and a delegation from the office. He will be buried in Westchester county.

FOREIGN EDUCATIONAL NEWS.

SWITZERLAND.—Mr. Simon, in Ragaz, presented last summer each teacher of his little town with a railroad ticket to Milan and Genoa and back, to each of which he added a 50 fr. note, for the purpose of "increasing their geographical knowledge." Not that the generous man meant to insinuate that the teachers did not know enough in geography, but to find a pretext for a good, generous, noble deed.

GERMANY.—The city of Breslau has eight gymnastic halls, and three separate gymnastic yards. Six of the halls are connected with school-houses. Berlin has 80 such halls belonging to the schools of the city. The royal schools in Berlin have also 20 halls—a total of 100 gymnastic halls in Berlin. Dresden has 50, Frankfurt-on-the-Main 30, Leipzig 30, Braunschweig 22, Dusseldorf 28, Cologne 36, Chemnitz 20.

Last summer the Society of Public School Teachers of Berlin (2,251 members) was admitted to the large German Teachers' Union, which now has 34,000 members. The only parts of Germany which have not joined are Baden, Bavaria, Saxony, Thuringia, and Mecklenburg. The union was founded in 1871.

HUNGARY.—Since 1869 the number of pupils in elementary schools increased 3-4 of a million, that of the schools 2,700, among these 3,632 (!) in which the Hungarian language is spoken. The number of teachers has increased 6,300, and during the last twenty years 4,570 schools were built. Despite all that, the number of pupils outside of the pale of school influence is about 500,000, and that of children of half-day schools about a quarter of a million. The state, as such, only paid 1.5 million fl. in 1887 for school purposes.

AUSTRIA.—It is the intention in Vienna to establish three separate schools for weak-minded children, each to begin with two grades. This will be done to free the other schools of elements which retard their progress, and to give the dullards special treatment, which will benefit them better than the instruction they can get among brighter boys and girls. Eberfeld, in Rhenish Prussia, opened the first of such special schools for dullards, which has now three classes.

A recent examination of candidates, specially selected for proficiency from the London elementary schools, developed the fact that, while the pupils had been crammed with facts (or fictions) about the Saxons, the Normans, the Witanagemot and the Hephtharhy, about the events of this century, and especially about the government under which they live, they were almost absolutely ignorant. It is not so important, perhaps, that few of them knew anything about the House of Lords; but their lack of knowledge in regard to other governmental and historical matters was said to be astonishing.

A political contest seems to be coming on, in England, over the question of free schools. Some of the conservatives are trying to find reasons for congratulation in the fact that England does not give her people an education, and one of them goes so far as to catalogue all the faults to be found in American schools, and then charge them to the public school system! But the judges for our schools and our system have been taken up by others, so that the English are finding out a great many things about us that they never knew before—some of them things, as is always the case, that we didn't know ourselves.

Mr. Mundella recently opened, at Luton, a "higher grade school," the fifty-third of its class in Great Britain; he was glad to find them increasing in number, but reminded his hearers of the great room for such increase by stating that there are over eight hundred such schools in France.

The Chinese have an encyclopedia of which the mere index takes fourteen volumes. That makes ours seem less gigantic, does it not?

NEW YORK CITY.

In the great hall of the Metropolitan Opera House, on Monday last, before a gathering of scholars that has perhaps never before been paralleled in this country, Seth Low became president of Columbia College. We have only space to greet the new officer with heartfelt wishes that his stewardship will prove as fruitful as that of his predecessor. Mr. Low assumes a chair that has been occupied, these twenty-five years, by a man who seemed to be quite the last of a race—the only American whom the tendency toward specialization had left untouched, who was a scholar in many fields, a student in all—op-

dowed with a range of vision and a breadth of mind that a later generation has ceased to strive for. The new president of Columbia hopes to equal, in the next quarter-century, the growth, marvelous as it was, of the past; and he has shown abilities that prove him to be the man to lead the onward march of the great university.

AN "investigation," so called, has been going on for a few weeks past, of Miss Susan Wright, principal of the primary department of grammar school No. 50 in this city. It is several years since we have visited this school, but we bear in mind in the visits we have made, that her department had a notable and remarkably high standing. Miss Wright may have been very strict with her assistant teachers, she may have been very zealous in having the teaching done in a proper manner, she may have insisted very earnestly on the manners and bearing of the teachers as exemplars—but has she neglected any of her duties as a principal? Those that know her will bear testimony that, if she has erred at all, it has been in being too much in earnest in behalf of the young children under her care. If the trustees of that ward don't know how this principal has "gone through fire and water" to be of service to those children, then they are not such men as used to be in office there. Once her devotion to the interests of the little ones was the subject of unstinted praise. Miss Wright has undoubtedly made enemies of many of her assistants. This is to be regretted—it is a fault; she is undoubtedly too outspoken. There will be inefficient assistant teachers—trustees evade their duties to the children by appointing incompetent teachers; troubles fall upon the principal. The fact probably is that Miss Wright has not had enough patience, nor been as kind to her assistants as she ought. But this does not warrant the fuss that is being made. Those teachers have their rights and their remedies. The charge of wrong doing against a principal of such known rectitude will not be believed.

WE are glad to be informed that our statement, that no teacher was present at the great New Year's ball of the New York 400, was incorrect, and to find that the leaders of "society" have discovered the real merits of at least one gentleman who is honored by teachers and educators as one of their chosen masters. Still, we only vary the question that we asked a fortnight ago: "Why had Alexander S. Webb no fellows at the ball? Didn't he feel lonely? Was any other learned profession so meagerly represented?"

THE need for professional knowledge by the teacher is apparent in the founding of such schools as the College for the Training of Teachers in this city. As its objects become known, teachers come to it from schools once supposed to fit teachers for teaching. The graduates of noted schools, even normal schools, come to be trained in teaching. Once the question asked of a teacher was, "Where did you graduate?" Now it will be, "Where did you get your professional training?"

THE second meeting of the "University and School Extension," was held Feb. 1, and brought together a large number of the friends of public education. After the dinner President Dwight of Yale College took the chair, and, having made a few well chosen remarks, called upon Commissioner Harris for an address. This essay was directed to exhibiting the value of a study of the dead languages. He thought the student was thus enabled to enter into the life of the childhood of the race. Thus the Chinese read Confucius, the Hindus the Rig Vedas, the Arabs the Koran, and the English Homer and Virgil. This position he fortified with considerable skill.

But that is not the reason why the dead languages are studied; the real reason is that the college professors are enabled to make the student work hard over the puzzles afforded by Homer and Virgil; he is forced to give reasons and this forces him to think. Then over his thought the professor can stretch him as on a grid-iron, and often the process is quite as painful as it would be to be over the coals. Thus he learns to dig out his roots with more care and to be better able to meet the searching questions of the professor. We do go backward, it is true, but not to get at the childhood of the race, but at whatever there is wise and strong behind us—the manhood there is. Nevertheless, Dr. Harris put forth a very ingenious theory.

Many asked, as the venerable President Dwight stood before them, his physical frame showing so clearly his severe, studious life, "Must I pay that price to be a

scholar?" and we ask, "Are high scholarship and a good physical development incompatible?"

This seemed to us a most admirable meeting. Why should not other associations go and do likewise?

THE fiftieth anniversary of Prof. Kraus' entrance upon educational work was celebrated at the Model Kindergarten rooms, Feb. 1. A large number of the graduates was present, and many letters were read from those who were absent. Prof. Kraus has devoted his fifty years to a noble work—he has sown the seeds of the new education beside all waters. When he came to this country the kindergarten was derided; it is now a part of many city public school systems. Prof. Kellogg made some remarks in which he testified to the great advantage the work of Prof. and Mrs. Kraus had been to him in exemplifying the work of true education. He paid an earnest tribute to the work of these two apostles of the new education. After the exercises a handsome repast was enjoyed by the many guests.

LECTURES ON ART.—Prof. Hamlin, of the Columbia college school of mines, will give a series of lectures on the History of Decorative Art, at the workingman's school, 109 West 54th street. February 8 the special subject is "Roman Ornament;" February 15, "Byzantine;" February 22, "Medieval;" March 1, "Renaissance;" March 8, "Modern Ornament."

THOSE wishing to join the classes in geography, with sand and clay modeling, and in artistic modeling, of the Female Industrial School Teachers' Mutual Improvement Association, are requested to send in their names at once to the secretary, Miss A. A. Wright, No. 111 East 45th street.

THE association of normal school graduates met at 9 University Place, and were addressed by Principal Milne, Albany state normal school, and Principal Green, New Jersey state normal school. Prof. E. H. Cook, Prof. A. M. Kellogg, Dr. Jerome Allen, and others made addresses. Prof. Milne referred to the new plans that would probably be adopted for the Albany school—making it wholly an institution for professional work. Prof. Green referred to the widening field for normal school graduates. Prof. Cook said the college graduate was not a successful practical teacher—people were finding this out. Prof. Kellogg pointed out the real field of work for the association—that it should be called "The Association of Professional Teachers," also the two practical objects before it—(1) to make their diplomas good in every school of the state, (2) good in every state of the Union. Dr. Allen spoke of the need of reform and progress. This can be brought about only by means of organization. Teachers must insist upon the recognition of teaching as a profession. We cannot stand still. This is impossible.

THE board of education elected Edward D. Farrell, first assistant of G. S. 46, as assistant school superintendent, at a salary of \$4,000. The talk of dropping Supts. Fanning, Jones, and Calkins, has subsided; it was found they were too popular with, and too useful to, the teachers to be dropped.

THE death of James B. Dupignac recalls the efforts he made while a member of the board of education, to abolish corporal punishment. He labored ceaselessly, and at first with no seeming success. He had always one argument, "If Thomas Hunter can get along without it in his school, they can get along without it in other schools."

THE publishing firm of A. Lovell & Co. has been increased by the addition of Mr. W. S. M. Silber, who has had considerable experience in publishing affairs. This is a very live and energetic firm and it publishes some very valuable text-books, and this addition to its membership means additional activity.

TEACHERS WANTED.—Normal graduates who are able to teach vocal music and drawing in the class-room can secure excellent positions by writing to H. S. Kellogg, manager of the New York Educational Bureau, 25 Clinton Place, New York. Good vacancies are now coming in for September, 1890. If you wish a better place do not delay. Write full particulars at once to the manager.

Rheumatism is removed by Hood's Sarsaparilla, which purifies the blood and builds up the system.

BOOK DEPARTMENT.

NEW BOOKS.

THE WORKS OF WALTER BAGEHOT. Edited by Forrest Morgan. With Memoirs by R. H. Hutton. Now first Published in Full by The Travelers' Insurance Co., Hartford, 1889. In Five Volumes. 8vo.

The editor of the *London Economist* (the most important financial journal published) was a man of such enormous fertility, such powers of analysis, and such depth of knowledge, that in England he is unquestionably regarded as one of the greatest of the great school of thinkers that has made this half of the century noteworthy in the annals of philosophy, of science, and of literature. Walter Bagehot's writings are recognized throughout the world as those of a master-mind; his "Physics and Politics" is to-day the fundamental of all schools of political science; the basis of all efforts better to understand the laws of political growth and social unities. His letters upon the second Napoleon are consulted by every student of French history; his "English Constitution" is a standard work upon that subject; his "Lombard Street" is the repository of the wisdom of the times in practical economics. But Bagehot did more than all this; we are not surprised to find his writings upon the silver question absolutely authoritative; but when we turn from these pages to a bright bit about the poetry of Beranger, to a series of literary reviews upon Gibbon, Macaulay, Sterne, Dickens; to essays religious and metaphysical, and to analytical sketches of all the great English premiers and economists, we must simply stand speechless before the mind that could show so many facets of equal and unending brilliancy. Yet Bagehot is not what may be called well-known in America. Many thousands of intelligent people may be found to whom the names of Spencer, Arnold, Huxley, are familiar, the name of Bagehot totally foreign. The reasons for this need not be discussed; they lie perhaps, in some mistakes about America in his earlier writings, perhaps in the fact that his economic views have not hitherto been popular in this country; perhaps in a combination of causes. One of these causes—inaccessibility—has now certainly been removed. The edition before us, we venture to say, is superior to any to be had in England, and is fully as good as any set of books by English authors that has come to our table. In fact, it is in many respects unique; and a perusal of Mr. Morgan's preface in which he explains the difficulties that confronted him and his methods of overcoming them, will convince any reader that he has here the works of a truly great man in a goodly and honest dress. Nor can we omit a word of praise for the mechanical part of the work. No fairer pages are to be found than these, no better examples of the book-maker's art as applied to serious, solid literature.

THE ELEMENTS OF ASTRONOMY. A text-book for use in high-schools and academies. With a Uranography. By Charles A. Young, Ph.D. Boston: Ginn & Co. 12mo. 463 pp.

The present volume is a new work, and not a mere abridgment of the same author's "General Astronomy." Much of the material of the larger work has naturally been incorporated in this, and many of the illustrations used. But everything has been worked over, apparently with direct reference to the course suitable for high school classes. Thus no mathematics higher than elementary algebra and geometry appear in the text; and some matters, relegated to the appendix, a teacher might, with discretion, put before his older pupils. The Uranography is clear, concise, and almost interesting.

ARITHMETIC FOR BEGINNERS. By J. Brooksmith and E. J. Brooksmith. London: Macmillan & Co. 16mo. 192 pp. 50 cents. 1889.

This is a neatly printed and well-arranged elementary arithmetic, containing an exposition of all the fundamental operations.

THE TEMPERANCE FIRST READER. By J. McNair Wright. 66 pp.

A TEMPERANCE ARITHMETIC. By J. McNair Wright. New York: National Temperance Society and Publication House, 58 Reade street. 32 pp.

These little books were prepared as aids in the inculcation of temperance principles in the minds of young children. Warnings as to the evils of rum are ingeniously woven into every story of the reader. The arithmetic contains an astonishing amount of statistics regarding strong drink and tobacco. This is given in the form of problems and will make lasting impressions on many young minds.

THE STATE AND FEDERAL GOVERNMENTS OF THE UNITED STATES. By Woodrow Wilson, Ph.D. Boston: D. C. Heath & Co. 12mo. 132 pp. 50 cents.

Dr. Wilson has found that one of the chapters of his work upon the state was capable of use as a text-book; and has had it published separately in this form. The nicety with which this excision has been done excites a belief that the work now before us was parent rather than child of the larger volume. The first thing one turns to in a work upon the American government, is almost sure to be the discussion of the doctrine of sovereignty—state or federal sovereignty. One seems to expect each new author to say something new (and true) about this insoluble question; and yet one knows that it has all been said long ago. So we confess our surprise and pleasure at finding, in these pages, very little about sovereignty, much about the actual condition of this National Union; nothing about States' Rights, everything upon states' powers and states' duties. Indeed, one sentence (sec. 41) dismisses argument upon these questions as neatly as possible: "For the English race, the law under which they live is, at any particular time, what it is then understood to be; and this understanding of it is compounded of the circumstances of the case." This, we must be permitted to suggest, is the doctrine of the flexibility of the constitution; a doctrine abhorred, in public, by all good Americans, and in secret, believed in and acted upon by the active leaders in executive, legislative, and judicial departments. The war demonstrated this, the "legal tender cases" confirmed it; now it has begun to appear in the text-books. Dr. Wilson gives a good outline of the action of the local governments in the United States, and closes with a description of the Washington government and its functions. A list of authorities, properly classified, is a useful appendix; but the Constitution should have been added to the volume.

MICHIGAN: ITS GEOGRAPHY, HISTORY, RESOURCES, AND CIVIL GOVERNMENT. By F. M. Kendall, superintendent of public schools. Grand Rapids: Dean Printing and Publishing Co.

For many years a pamphlet entitled, "Michigan and its Resources," was used in the eighth grade of the Grand Rapids school as a supplementary aid to the study of Michigan. The state ceased to publish that in 1884, and the present volume was prepared to take its place. This book might serve as a model for similar works for other states. The subject is divided into five parts—Geography, Industries and Resources, Education and the State Institutions, Civil Government, and History. Instruction in the lines indicated by these titles cannot be made too prominent.

SYNTAX OF THE MOODS AND TENSES OF THE GREEK VERB. By William Watson Goodwin, LL.D. Harvard University. Boston: Ginn & Company. 1890. 8vo. 464 pp. \$1.25.

This is an enlargement, rather than a revision, of Professor Goodwin's work that appeared under the same title in 1860 and again in 1885. It is, therefore, the fruit of many years of study and investigation, both in America and Europe, and surely covers the matter with thoroughness and accuracy. Notable features of the volume are the indices, which are very full. The author's high reputation as a scholar will be enhanced by his latest volume.

CÆSAR DE BELLO GALLICO, VI. Edited by C. Colbeck, M.A. London: Macmillan & Co. 1890. 32mo. 94 pp. 40 cents.

This little volume comprises an elaborate introduction, the text, very full notes, and a complete vocabulary. The sixth book is the most important, in several ways, of Cæsar's Commentaries; and a vest-pocket edition of it, as complete as this, should be a valuable help to pupils. In the same series are now found the rest of Cæsar, the Æneid, Xenophon, and other school classics.

THE RYERSON MEMORIAL VOLUME, 1844-1876. Edited by Dr. J. George Hodgins.

This volume is intended to exhibit the extraordinary work of Dr. Ryerson in Upper Canada. It collects from his reports items that well display his boundless energy and wisdom.

THE NEW ARITHMETIC. Edited by Seymour Eaton. 15th Edition. With a Preface by Truman H. Safford. Boston: D. C. Heath & Co., 1889. 16mo. 230 pp. 85 cents.

This is a somewhat advanced arithmetic, advanced in the sense of treating with great thoroughness the elementary operations as well as the more complicated. A smattering of algebra is suggested rather than used, and many simpler forms are given for multiplication and other branches. Prof. Safford in his preface speaks of the advantages of a knowledge of abstraction, or algebra, in the handling of the concrete, as in arithmetic. He also puts in a strong plea for mental arithmetic,—oral questions and answers,—ascribing to the students' usual lack of self-reliance ("they will go through fire and water, almost, to procure a translation or a key") a cause for direct classroom work, including, in other branches, sight-reading, experiments, "extemporals" of all kinds. The tendency to adopt these methods should be welcomed, but Prof. Safford's "cause" forgotten.

ÆSCHINES AGAINST CTERIPHON: (ON THE CROWN.) Edited on the Basis of Weidner's Edition by Rufus B. Richardson, Professor in Dartmouth College. Boston: Ginn & Co. Small 8vo. 279 pp. \$1.50.

A scholarly edition, with copious notes, a historical and critical introduction, and an appendix upon the MS. extant. It is one of the "College Series of Greek Authors."

JEANNE D'ARC. By Alphonse de Lamartine. Edited with Notes and a Vocabulary by Alfred Barrere, Royal Military Academy, Woolwich. Boston: D. C. Heath & Co. 12mo. paper. 188 pp. 40 cents.

LA METROMENIE: COMEDIE EN CINQ ACTES. By Alexis Piron. With an Introduction and Notes by Leon Delbos, M. A. Same size, price, and publishers.

These are welcome reprints of two little French classics, arranged for use in the school-room. The one is a touching and simple story, the other a very good example of the conventional French play of the last century, though without the objectionable features usually found. Both works are annotated with some fullness, but the translations suggested in the "Jeanne" seem to us a bit too literal in some instances and a trifle imaginative in others; this arising, perhaps, from the difficulty of making any two persons agree upon uncertain points in the art of translating.

THIRTY-SIXTH ANNUAL REPORT OF THE STATE SUPERINTENDENT, NEW YORK DEPARTMENT OF PUBLIC INSTRUCTION. For the School Year Ending July 25, 1889. Transmitted to the Legislature January 7, 1890. By Hon. Andrew S. Draper. Albany: James B. Lyon, State Printer, 1890. Royal 8vo.

This mine of information begins with the superintendent's special report. Following are the exhibits, classified under 20 headings and 4 appendices. First, comes a mass of statistics; then the useful decisions of the superintendent in important appeal cases; the normal schools, lists, reports, statistics, circulars, meetings; the Museum of Natural History; the reports of the school commissioners; the city superintendents, and the village superintendents; Indian schools; deaf and dumb; blind; examinations and certificates; scholarships at Cornell; graduates' certificates; courses of study adopted (1) by Fulton, Herkimer, and Montgomery, and (2) by 22 commissioners; Arbor day; the nautical school; and teachers' institutes. Out of this great collection of material it is difficult to select any part of more importance than many other sections of the volume. We have read, however, with much attention, the reports of the city superintendents, and on other pages of this journal will be found numerous quotations therefrom; while the portion of the work devoted to normal schools seems of great interest. Valuable also are the twelve pages devoted to the syllabus of a course of instruction in form-study and drawing for the teachers' institutes; the diagrams are good. One cannot help notice

ing the engravings of the handsome new school buildings in Long Island City, and the Oneonta normal school. We shall have occasion to study Supt. Draper's report more fully at other times.

ANNOUNCEMENTS.

THOMAS Y. CROWELL & Co., who were lately burned out, are now ready for business at Purchase and Oliver streets, Boston, having five well-lighted and spacious floors, containing about 25,000 square feet of surface.

D. C. HEATH & Co. have published Lessing's "Minne von Barnhelm," a comedy in five acts, edited with notes, and an extended introduction by Sylvester Primer.

The SCRIBNERS have assumed the publication of Goodholme's "Domestic Encyclopedia," and the work will hereafter appear with their imprint.

D. LOTHROP COMPANY have published Albert E. Winship's "The Shop;" Mrs. Castle's "Aids to Endeavor," with an introduction by Rev. Francis E. Clark, D.D.

J. R. LIPPINCOTT CO. have among their latest books "Elementary Lessons in Heat," by S. E. Tillman, a valuable treatise on this important subject.

LONGMANS, GREEN & Co. have just added to their text-books three works on physical science: "Steam," by Wm. Ripper; "Elementary Physics," by M. R. Wright; "Magnetism and Electricity," by A. W. Poyser.

GINN & Co. issue Wentworth's "Primary Arithmetic," and "Elementary Mathematical Tables," by Alexander Macfarlane. The first is a delightful text-book for children, and the latter one of great value to all who use tables.

LOVELL & Co.'s "Arithmetic for Preparatory Schools, High Schools, and Academies," by Charles A. Hobbs, is very practical, and contains some new features.

GEORGE ROUTLEDGE & SONS' recently published work, "The Modern Seven Wonders of the World," by Charles Kent, gives descriptions of the steam-engine, the electric-telegraph, the photograph, the sewing-machine, the spectroscope, the electric light, and the telephone.

RAND, McNALLY & Co. issue "Ned Stafford's Experiences in the United States," an account of this country from a British workman's point of view.

The HARPERS' new publication, "The Four Georges," Vol. II., by Justin McCarthy, is vigorously, and, in parts, brilliantly written. This volume treats of George II.

D. APPLETON & Co. have brought out Supt. George Howland's "Practical Hints for the Teachers of Public Schools." They also publish Ivin Siskels' "Exercises in Wood-Working."

GEORGE SHERWOOD & Co., of Chicago, have issued the third edition of "The Virtues and Their Reasons," a system of ethics for society and schools, by Austin Bierbower. This book has been received by the public of all denominations and the press with extraordinary favor.

MAGAZINES.

The February *Magazine of American History* has for a frontispiece a portrait of America's celebrated historian, George Bancroft. The leading article is on "America's Congress of Historical Scholars," in which is given an account of their recent meeting in Washington. It is well illustrated. "Recent Historical Work" is President Adams' address at the opening of that meeting.

One of the important topics of the day, "The Behring Sea Question," is treated by Charles B. Elliott in the *Atlantic* for February. "An Outline of the Japanese Constitution," by K. Kaneko, shows how far that ancient despotism has gone towards democracy. Other timely articles are on "Robert Browning" and "Mr. Heliamy and the new Nationalist Party." Among the contributors to the number are Margaret Deland, E. L. Binner, Henry James, and Oliver Wendell Holmes.

In the February *Arena* Edgar Fawcett takes a much further "dip into the future" even than Edward Bellamy. His contribution is entitled, "In the Year Ten Thousand," and is a blank-verse poem giving a glimpse of New York City in that far-off age. An article that will attract wide attention is that by Gen. Clinton B. Fisk on "Henry George and the Rum Power." There are also contributions by Richard Hodgson, Nicholas P. Gilman, James T. Hixby, Helena Modjeska, H. H. Gardner, Thomas B. Preston, and W. H. Murray.

An extraordinary interest has attached to the Gladstone-Blaine controversy on the tariff in the *North American Review*. In the February number Roger Q. Mills contributes a valuable article, written from the tariff-reform standpoint. Next to this in interest will probably rank Jefferson Davis' paper on "The Doctrine of State's Rights," Gail Hamilton, in "Italy and the Pope," gives an idea of the peculiar political position of that country. Those concerned in literature will eagerly read Ouida's "New View of Shelley." Important problems are discussed in "Electric Lighting and Public Safety," and "British Capital and American Industries." Other topics treated are "Newspapers Here and Abroad," "The American Bishop of To-day," and "Final Words on Divorce."

In the February *Chautauquan* a great variety of topics are treated. We will mention among them "Economic Internationalism," by Richard T. Ely; "Moral Teachings of Schopenhauer," by Arabella B. Buckley; "The Works of Waverley," by Prof. N. S. Shaler; "How Sickness was Prevented at Johnstown," by Dr. Geo. Groff; and "The Poetry of the Civil War," by Maurice Thompson.

The February *Ladies' Home Journal* is filled with the best things for woman's benefit and pleasure. Mrs. A. D. T. Whitney, Dr. Talmage, Josiah Allen's Wife, Kate Tannatt Woods, Maud Howe, Mary J. Holmes, and a score of others contribute to this number. Special pains are taken with the illustrations.

The February *St. Nicholas* is a beautiful number, the special attraction being "The Story of the Great Storm at Samon," retold by John P. Dunning, and richly illustrated from photographs and with drawings by J. O. Davidson, W. Tabor, and George Wharton Edwards. In "Every-day Bacteria," Prof. Frederick D. Chester gives a clear account of the troublesome little forms of life that are responsible for so many ills that flesh is heir to. "An Armadillo Hunt," by Walter B. Barrows, describes a South American adventure. There are many other good things that the readers of this excellent magazine will not be slow in discovering.

The February *Book Buyer*, in addition to having the first portrait of F. Marion Crawford ever printed in a periodical, contains the conclusion of the literary prize competition, begun in the January issue. The contest has excited wide interest, especially among literary clubs.

The *Journal of the Educational Society of Japan* comes to us over sea and land. It contains a "Brief History of Education in Japan," an article upon the "Necessity of School Physicians," and another on "Secondary Education." We regret our inability intelligently to criticize these essays by natives of Japan, but it pleases us to be told that our visits are appreciated in that distant land. We note that a translation of the "Teachers' Handbook of Psychology," by James Sully, has also appeared in Japan. The translator, Waku Sheshima, is doing good work, and it gives us pleasure to find how widespread is the growth of interest in the newer educational methods.

THE IDEAL PHYSIOLOGY!

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A Text-book on Anatomy, Physiology, Hygiene, Alcohol and Narcotics.

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It is a book of rare merit. It was not written by a professional book-maker, as a commercial enterprise, but by a regular physician to meet the requirements of recent legislation relating to instruction in Physiology in the Public Schools. It contains all that is needed below the High School, and is adapted to the sixth and seventh grades of Graded Schools, and to the fourth and fifth reader classes in district schools. It has a more attractive page and a more interesting text than any other physiology in existence.

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We make no charge to School Boards,—note that. You are doubtless going to have one or more places vacant for the year commencing September, 1890. Send in the complete details of the vacancies and we will send you complete description with testimonials, etc., of two or three of the best teachers in your vicinity.

CONFIDENCE IN THIS BUREAU.

Although Dr. Frank Capen, Principal of the New Paltz, N. Y. Normal School, in a letter to the Manager of this Bureau said: "They want nothing short of an angel over there." Yet the principal of the school "over there," which in this case was Long Island, decided to take at once two nominees on a list of ours; one at \$550, the other at \$700. There was only one applicant for the \$700 place. Mr. Chas. Majory's name was the name given to the School Board at East Orange, N. J., and he was elected. Mr. B——, salary \$1800, was the only one nominated by us for a position and was elected. Mrs. Frieda Diemar was the only name given the Yonkers, N. Y., School Board, etc., etc.

MORAL: If you want a first-class teacher write your needs at once to the Manager. Do not delay. Send particulars to

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NEW YORK.

STATEMENT

OF
The Mutual Life Insurance Co. of New York,

RICHARD A. McCURDY, President,

For the year ending December 31st, 1889.

Assets,	\$136,401,328 02
Increase in Assets,	\$10,319,174 46
Surplus,	\$9,657,248 44
Increase in Surplus,	\$1,717,184 81
Receipts,	\$31,119,019 62
Increase during year,	\$4,903,087 10
Paid Policy-Holders,	\$15,300,608 38
Increase during year,	\$473,058 10
Risks assumed,	\$151,602,483 37
Increase during year,	\$49,388,222 05
Risks in force,	\$565,949,933 92
Increase during year,	\$83,824,749 56
Policies in force,	182,310
Increase during year,	23,941
Policies written in 1889,	44,577
Increase over 1888,	11,971

THE ASSETS ARE INVESTED AS FOLLOWS:

Real Estate and Bond & Mortgage Loans,	\$69,361,013 13
United States Bonds and other Securities,	\$50,323,469 81
Loans on Collateral Securities,	\$9,845,500 00
Cash in Banks and Trust Companies at interest,	\$2,988,632 70
Interest accrued, Premiums deferred and in transit, etc.,	\$3,881,812 29
	\$136,401,328 02

Liabilities (including Reserve at 4%), \$126,744,070 50

I have carefully examined the foregoing statement and find the same to be correct.

A. N. WATERHOUSE, Auditor.

From the Surplus above stated a dividend will be apportioned as usual.

Year.	Risks Assumed.	Risks Outstanding.	Assets.	Surplus.
1884	\$34,081,420	\$351,780,285	\$103,876,178 51	\$4,743,771
1885	46,507,130	368,981,441	108,908,967 51	5,012,634
1886	56,832,719	393,809,303	114,181,963 24	5,643,568
1887	69,457,463	427,628,933	118,806,851 88	6,294,442
1888	108,214,261	482,125,184	126,082,153 50	7,940,063
1889	151,602,483	565,949,934	136,401,328 02	9,657,248

New York, January 29th, 1890.

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Figures do not lie. Consequently there is a world of truthful significance in the statement of the Mutual Life Insurance Co., of New York, for the year ending December 31, 1889. Its assets are \$136,401,328.02, invested in real estate and bond and mortgage loans, United States bonds and other securities, loans on collateral securities, cash in banks and trust companies at interest, and interest accrued, premiums deferred and in transit, etc. Its liabilities, including reserve at 4%, are \$126,744,079.58. These facts speak with a loud voice to every man who, appreciating the necessity of life insurance, is only waiting to put his faith in an institution which is sound and liberal.

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Some of the HUNDREDS OF LETTERS recently received.

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Edw. P. Anderson, Prof. English Literature and Modern Language Agricultural College, Mich.: "I believe that the Teachers' Co-operative Association is capable of giving valuable assistance to worthy men. Retiring scholars, busy with their books, or their specialties, have neither time nor money to spend in travelling about the country, to find the places best suited to them. This Association places at their services, eyes and ears, that are almost omnipresent, instead of the limited field of observation, that can be inspected for places by themselves, and their busy friends. 'The world is all before them, where to choose.' I can speak from experience, and am glad, gratefully to acknowledge that I have been directed to more suitable places, that my salary has been more rapidly increased, since my connection with the Association, than before." (Dec. 25, '89.)

D. Dennis, Prin. Park Academy, Park City, Utah: "Through your influence I secured my present position, which is a very pleasant and profitable one. Many of my friends have secured positions through your agency, and they, one and all, speak of you in terms of the highest praise." (Jan. 3, '90.)

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L. B. Wilson, Teacher Math., High School, St. Paul, Minn.: "The Teachers' Co-operative Association has no nonsense about it. Honest purpose, Yankee foresight, and business push, have characterized all its dealings with me." (Jan. 6, '90.)

From Fandira Crocker, Teacher of English, Winona High School, Winona, Minn.: "My relations with the Association have been the pleasantest possible, and through its means I have obtained an excellent and agreeable situation." (Jan. 11, '90.)

From Mary M. Rose, College of Teachers, 9 University Place, N. Y. City, N.Y.: "My own experience as a member of your Association makes it a pleasure for me to recommend you to others." (Jan. 11, '90.)

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THE QUESTION BOX.

[In this column are given some interesting
historical facts.]

A Curious Race.—The Guatuso Indians,
a race of the Aztec family, dwell along
the banks and head-waters of the Rio Frio,
which flows into Lake Nicaragua. Their
country has never been penetrated. The
attempts made by the Catholic missionar-
ies, and the governors of Nicaragua to
reach them, though often renewed, have
always been repulsed.

The "Fiery Serpents."—It has been
argued with great plausibility that the
"fiery serpents" that attacked the Israel-
ites in the wilderness were in reality
Guinea or Medina worms, parasites which
inhabit the flesh of men and other animals,
and that seem to have been known from
earliest times. They are from six inches to
four feet in length and one-ninth of an
inch in diameter, and are found in many
parts of Africa, India, Sumatra, Persia,
and Arabia. It is believed that they enter
the flesh through the skin.

**They own the Countries over which
they Reign.**—Prince Heinrich XXII. pre-
sented sovereign of the principality of Reuss-
Greiz, has no civil list. Nearly all the
territory over which he reigns is his pri-
vate property. Prince Heinrich XIV., of
Reuss-Schleiss, owns most of the property
over which he rules. Frederick Wilhelm
I., present grand duke of Mecklenburg-
Strelitz, owns more than half of his grand
duchy.

The grandest Funeral Pageant.—For two
years after the death of Alexander the
Great, the body was deposited at Babylon,
while preparations were being made for
the march to Egypt. Over a year was
occupied in the march from Babylon to
Alexandria. The body was borne on a
car, the spokes and naves of which were
overlaid with gold; the extremities of the
axles were adorned with massive golden
ornaments. Upon a platform twelve feet
wide, and eighteen feet long, was erected
a magnificent pavilion, resplendent with
magnificent stones and gems. Upon the
back of the platform was placed a throne,
profusely carved and gilded, and hung
with crowns representing the various
nations over which Alexander had ruled.
At the foot of the throne was a coffin,
made of solid gold and containing, besides
the body, a large quantity of the most
costly spices and aromatic perfumes. The
interior of the car had various decorations
and around it was hung a fringe of golden
lace, to the pendants of which bells were
attached.

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**When were the first Post-offices Estab-
lished?**—The first letter-post was estab-
lished in the Hanse-towns in the early part
of the thirteenth century. In England,
in early times, both public and private
letters were sent by messengers, who in
the reign of Henry III., wore the royal
livery. A foreign post to carry letters
between London and the Continent was
established by foreign merchants in the
fifteenth century. A post-office was
established in Massachusetts in 1639, and
in Virginia in 1657, and a monthly route
between New York and Boston in 1672.

***The Marseillaise.**—This is the name by
which the grand song of the French revolu-
tion is known. In the beginning of 1792,
when a column of volunteers was about to
leave Strasburg, the mayor of the city,
who gave a banquet on the occasion, asked
an officer of artillery, named Rouget de
Lisle, to compose a song in their honor.
The result was the "Marseillaise," both
verse and music being the work of a single
night. The French received it with
rapture. The Parisians, ignorant of its
real authorship, named it *Hymne des
Marseillais*, which name it has ever since
borne.

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susceptible to medicinal influences than
others, and the curative process may, there-
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reward at last. Sooner or later, the most
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feeling, and a dull pain in the small of my
back, so bad, at times, as to prevent my
being able to walk, the least sudden motion
causing me severe distress. Frequently,
boils and rashes would break out on various
parts of the body. By the advice of friends
and my family physician, I began the use of
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poison in my blood was thoroughly eradicated."
—L. W. English, Montgomery City, Mo.

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rough and of yellowish hue. I tried various
remedies, and while some of them gave me
temporary relief, none of them did any per-
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ely for a considerable time, and am pleased
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I presume my liver was very much out of
order, and the blood impure in consequence.
I feel that I cannot too highly recommend
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was."—Mrs. N. A. Smith, Glover, Vt.

"For years I suffered from scrofula and
blood diseases. The doctors' prescriptions
and several so-called blood-purifiers being of
no avail, I was at last advised by a friend to
try Ayer's Sarsaparilla. I did so, and now
feel like a new man, being fully restored to
health."—C. N. Frink, Decorah, Iowa.

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